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The Development of a Proposed Policy and Procedures Manual for the South Eastern Special Education District

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THE DEVELOPMENT OF A PROPOSED POLICY AND PROCEDURES MANUAL
FOR THE SOUTH EASTERN SPECIAL EDUCATION DISTRICT
(TITLE)

BY

PAUL THOMAS HOMAN

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1981

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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Oct. 2, 1981
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DEPARTMENT CHAIRPERSON

THE DEVELOPMENT OF A PROPOSED
POLICY AND PROCEDURES MANUAL FOR THE
SOUTH EASTERN SPECIAL EDUCATION DISTRICT

BY

PAUL THOMAS HOMAN

B. A., Southern Illinois University, 1959
M. S., Southern Illinois University, 1964

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS

1981

THE DEVELOPMENT OF A PROPOSED
POLICY AND PROCEDURES MANUAL FOR THE
SOUTH EASTERN SPECIAL EDUCATION DISTRICT

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The problem was to compose a useful working document to serve as a guide for future activities of the South Eastern Special Education District.

This paper discusses the advantages of written policies in general and points out issues and approaches in the development of written policies. The make-up of joint agreement special education districts in Illinois is discussed, and their relationship to local school districts is delineated. The desirability of a policy manual for a special education joint agreement is presented. Activities required to bring the project to completion are summarized, and a portion of the paper is devoted to an analysis of problems encountered in treating a project of such complexity. Suggestions for eliminating

or reducing such obstacles are offered for those who undertake similar projects.

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TABLE OF CONTENTS

Chapter

1. THE NEED FOR WRITTEN POLICIES	1
2. APPROACHES TO WRITTEN POLICIES	4
3. THE NEED FOR POLICY MANUALS IN ILLINOIS SPECIAL EDUCATION DISTRICTS	8
4. WRITING THE POLICY MANUAL	11
Establishment of Objectives	11
Establishment of a Time Line	12
Collection of Source Materials	13
Related Activities	14
Selection of a Classification System	14
Selection of a Codification System	15
Presentation of the Final Version	16
5. RECOMMENDATIONS AND CONCLUSIONS	17
BIBLIOGRAPHY	19
.	
APPENDIX A. POLICY AND PROCEDURES MANUAL	20

CHAPTER 1

THE NEED FOR WRITTEN POLICIES

The establishment of policies for the governance of a school district by its board of education is of utmost importance if the board is to intelligently face the problems of that district. Recognition of the importance of written policies which are displayed in a clear and concise manner is acknowledged in the following extracts from a joint statement by the Illinois Association of School Boards and the Illinois Association of School Administrators:

The board of education will establish such policies for the conduct and administration of the schools as are prescribed by law and such other policies as may seem advisable and have them prepared in such form that all concerned will be aware of them.

.
The board of education will endeavor to give counsel and advice to the chief administrator regarding the administration of the school as it deems necessary or expedient, remembering always that board members as individuals have no authority, and only policies voted by the board have force.

.
The board of education reserves unto itself all of its legal responsibilities for the operation of a good common school, including the right to reject all recommendations and the right to revise its policies, rules, and regulations from time to time to meet changing conditions.¹

However, it is certainly true that many districts have not fully espoused these principles and have neglected to provide an

¹ Educational Press Bulletin (Educational Press, March, 1958), cited in Community Unit Number Two, Policy and Procedures Manual, November 8, 1976, p. 1.

orderly, comprehensive policy manual. Apparently, there are districts which "do not know, or choose not to know, the advantages that written policies provide."² Such districts would do well to consider the eleven virtues of establishing written policies as put forth by the National School Boards Association:

1. The job of school board governance today is difficult indeed. Written policies . . . make the job possible.
2. Written policies show everyone that the board is running a business-like operation.
3. They inform everyone about the board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.
4. They give credence to board actions. People tend to respect what's in writing, even though they may not agree with every jot and tittle in the board's policy manual.
5. They establish a legal record. This is especially important for those policies that carry the force of law.
6. They are impersonal. They make whimsical administration difficult.
7. They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures and helps assure smooth transitions when organizational or staff changes occur.
8. They give the public a means to evaluate board performance. Publicly pronounced policy statements prove that the board is willing to be held accountable for its decisions.
9. They contribute to the board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up board meeting time for more important matters.
10. They clarify board-superintendent functions. When the board establishes policy guidelines, the superintendent can get on with his daily work.

² Mickey R. Wright, "The Development of a Board Policy Manual for the Edwards County Community Unit School District Number One" (unpublished thesis, Booth Library, Eastern Illinois University, 1979), p. 1.

11. They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clear-cut and timely written policies that reflect thorough research, sound judgment, and careful planning.³

In short, it would be difficult, if not impossible, for a district to accomplish its goals and fully discharge its obligations without the guidance of a functional policy manual.

³National School Boards Association, Educational Policies Reference Manual (Evanston, Ill.: National School Boards Association, 1975), introduction 1.

CHAPTER 2

APPROACHES TO WRITTEN POLICIES

Some school officials evidently believe that publication of policies reduces the school's power of discretionary action since policies which are written must then be adhered to "to the letter." This approach to administration of a public organization, however, is extremely short-sighted in a time when society is becoming increasingly litigious and when the rights of individuals are being spelled out ever more exactly. Lawyers point out that it is practically impossible to build a credible defense for a district under suit in a court of law when there are no documented policies available. According to legal practitioners specializing in school law, "from the point of view of defending your action or inaction, even an inadequate policy is better than none at all."¹ The Office of the State Board of Education is quite clear on this point: "Every school must have a policy manual with policies developed on the basis of the school's philosophy . . . these must be up-to-date written policies."²

Other districts, in agreement that written policies can be restrictive, seemingly take the attitude that since policies are a nec-

¹ Lecture by Gary Kerr and Susan Longwell, Workshop on School Law, December 10, 1980.

² Illinois Office of the State Board of Education, Circular Series A, No. 160, Evaluation, Supervision, and Recognition of Schools (Springfield, Ill.: Illinois Office of the State Board of Education, 1970), p. 12.

essary evil, they should be held to the very minimum. Several manuals examined in the course of this project contain wording similar to the following: "Members of the board of education believe that a written policy, rule, or regulation should be adopted only when it appears to be essential in the control and administration of the public school program."³ Perhaps unwittingly, such comments seem to imply reluctance to anticipate need for policies to govern action on unforeseen problems which are sure to arise in the day-to-day operations of schools.

Such language also suggests that policies are intended solely for use by school officials, which would ignore the needs--and the rights--of other parties for access to such documents. There are manuals which candidly state that they have been prepared for a limited audience or a restricted usage, as "to assist district administrators."⁴

Most districts, however, recognize that written policies have broader usage and implications and are, therefore, the legitimate concern of a number of publics. The Council for Exceptional Children identifies some of those parties other than school officials who have a right or need to know: "The absense of appropriate policy that serves to control, regulate, and direct the organization, administration and provision of educational services to children may reduce the efficient and effective operation of the public schools Written policies contribute to the consistent operation of the public schools over time and make official school positions on signif-

³Community Unit Number Two, Policy and Procedures Manual, November 8, 1976, preface.

⁴Tri-County Special Education District, Tri-County Special Education Handbook: Administrative Handbook, undated, introduction.

icant issues clear to school employees and the public."⁵

Many policy manuals ignore or blur the distinction between "policies" and "rules." Policies are those principles adopted by the school board to chart a course of action. Policies state "what is wanted and may indicate why and how much." "They should be broad enough to allow discretionary action on day-to day problems; yet they should be narrow enough to provide clear guidance."⁶ Policies set by the board are expressed in the form of written statements and are implemented through administrative rules. Policy manuals which do not clearly indicate this important difference risk confusing the separate roles of the board and the administration.

Perhaps board and/or administrative fears that written policies might undermine their authority would be dispelled if school officials could be made cognizant of the full extent they should be involved in the process of creating a policy. The National School Boards Association outlines the stages and the participants in the "birth and maturity" of a written policy:

(1) A problem (issue or need) emerges; (2) The board studies the problem; (3) The board listens to recommendations; (4) The board discusses, debates, and finally decides what the policy ought to be; (5) The board moves that a policy statement be drafted; (6) The policy is composed (by an administrator); (7) The administration anticipates need for rules, executive orders, and memoranda necessary to implement the new policy; (8) The board announces to the staff and the public of upcoming action in an open meeting; (9) The board reviews and adopts the draft document; (10) The board holds the option of reviewing rules and other procedures for implementation; (11) Information about the new policy is disseminated as widely as possible; (12) The board reviews policies to

⁵The Council for Exceptional Children, Special Education Administrative Policies Manual (Reston, Virginia: The Council for Exceptional Children, September, 1977), foreword.

⁶National School Boards Association, loc. cit.

determine whether objectives are being achieved and stands ready to revise as necessary.⁷

⁷National School Boards Association, "Recipe for the Orderly Development of Board Policies," Updating School Board Policies (Waterford, Conn.: National School Boards Association, May, 1970), pp. 5-6.

CHAPTER 3

THE NEED FOR POLICY MANUALS IN ILLINOIS

SPECIAL EDUCATION DISTRICTS

Illinois statutes authorize special education agreements among school districts to promote, organize, coordinate, and supervise a comprehensive program of special education. "Joint agreements" are not legal entities, and by law control of the joint agreement resides with the member school boards. The statutes place special education cooperatives in a staff relationship to the member school districts.¹

The staff relationship, if not clearly understood by all parties, can lead to problems concerning roles and responsibilities. Clear-cut authority channels may not exist, creating communication gaps among the various administrative levels. This would be especially true if policies are not spelled out in writing. The staff administration approach can function effectively only "through policies and regulations mutually agreed upon by supporting school districts."²

While not a separate legal entity, a joint agreement yet has legal obligations under Federal as well as State law. Federal Acts which exert control over the provision of special education include

¹Howard D. Sims, An Evaluation System for Special Education, Title III, E.S.E.A. (U.S. Department of Health, Education, and Welfare, June, 1970), p. 45.

²Ibid.

Public Law 93-380, the Education Amendments of 1974, Public Law 94-142, the Education of All Handicapped Children Act of 1975, as well as Section 504 of the Vocational Rehabilitation Act of 1973.³ Implementation of these acts requires precise documentation, and it is obvious that written policies are necessary if mandated programs are to be operated effectively and responsibly.

Empowered to interpret Illinois School Code intent, the Office of the State Board of Education does so for special education providers via its manual, Rules and Regulations to Govern the Administration and Operation of Special Education. That document provides that "the specific responsibilities of special education administrative and supervisory personnel and local district administrative personnel in relation to special education instructional and resource programs and related services shall be delineated in writing and made known to all persons involved."⁴ Also contained therein are numerous references to specific types of information which is to be written and disseminated, such as the following: "Written policies shall be developed . . . concerning the method by which information concerning a student will be collected, the confidential nature of that information, the use to which it will be put, recorded, and maintained, the period for which it will be maintained, the persons to whom it will be available and under what circumstances."⁵ Furthermore, such policies are to be

³The Council for Exceptional Children, loc. cit.

⁴Illinois Office of the State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education (Springfield, Illinois: Illinois Office of the State Board of Education, February 1, 1979), sec. 3.10.

⁵Ibid., sec. 3.06.

consistent with: (1) the Illinois School Student Records Act, (2) the Rules and Regulations to Govern School Student Records, and (3) SBE-1, the Illinois Program for Evaluation, Supervision, and Recognition of Schools.⁶

South Eastern Special Education, as well as other joint agreement districts in Illinois, is regularly evaluated by the Office of the State Board of Education. Availability of a policy manual is a specific requirement of the Department of Recognition and Supervision evaluation team. In 1977, the last time South Eastern Special Education was reviewed, the joint agreement was cited for lack of a policy manual. The fact that the district is scheduled for re-evaluation during the fall of 1981 imparts a special impetus to this project.

⁶Ibid.

CHAPTER 4

WRITING THE POLICY MANUAL

Efforts to draft a policy manual proposal were begun in November, 1980, when the writer was appointed project director. The projected completion date was August 12, 1981, at which time copies would have to be made available for distribution to members of the South Eastern Special Education Governing Council. The Council would then consider the document prior to official action at the August 26, 1981, regular session.

Establishment of Objectives

To meet the goal of developing a comprehensive, organized, and codified policy manual, the following objectives were determined (drawing upon suggestions offered by M. Wright):¹

1. Identify and code all existing explicit and implied policies of the Council.
2. Identify and eliminate all statements which are obsolete, trivial in nature, or inadequate as policy guides.
3. Identify and reconcile statements which contradict each other.
4. Identify and eliminate all statements which are contrary to Federal statutes, Illinois Office of the State Board of Education regulations, and Attorney General rulings.
5. Identify vital areas of concern not covered by written policy.

¹ Mickey R. Wright, loc. cit., p. 8.

6. Prepare new policy proposals.
7. Revise and update vital forms.
8. Codify all policies and procedural statements and put them into a manual form.

Establishment of a Time Line

A tentative time line was established to aid in organization of available time for preparation as follows:

- January, 1981 - Complete search for pertinent documents and statements.
- March, 1981 - Organize and edit available policy and procedure statements.
- April, 1981 - Write proposed statements and forms.
- May, 1981 - Select a classification method and a codification system.
- June, 1981 - Prepare rough drafts, edit, and prepare a final version.
- August, 1981 - Present final version for Council consideration.

From the outset, the realities of the actual world intervened to prevent strict adherence to the tentative time table. As aptly remarked, when attempting to write a policy manual, "there is a difference between ideal models and real life experiences."² The mechanics of each step took longer than anticipated, and each succeeding step directly depended on definitive action taken on the preceding one. Thus, during the final stages of preparation, most of the activities were being carried for-

² National School Boards Association, Educational Policies Reference Manual (1970 ed.), intro., p. 2.

ward simultaneously. Some problems encountered in preparation of this project, with suggestions for meeting these problems, are discussed in Chapter 5.

Collection of Source Materials

Minutes from thirteen years of monthly Governing Council meetings were examined to glean all available statements of policy, either direct or indirect. Numerous instances of conflict and overlap were discovered which had to be rectified in some fashion. In addition, administrative directives made throughout the years were collected and reviewed. For several of these statements there existed no corresponding record of Council action establishing a governing policy. Conversely, some "policy" statements in actuality were specific administrative or regulatory procedures. Often both policy and regulations were abstrusely worded, leading to potential confusion of actual intent. Some policies contained references to unrelated subjects. Elsewhere, separate policies were combined in the same document. A difficulty which could not be resolved entirely satisfactorily was the problem with phraseology. Errors of grammar or syntax often could not be corrected because such improvements or changes in language are properly dealt with by the Council in official session.

Some authorities recommend that only policies be included in the handbook proper, with supporting regulations, rules, and administrative pronouncements handled in some other manner. This approach was rejected in hopes of making available a more broadly functional sourcebook which would contain all extant references to any topic under review. In addition, and for the same reasons, exhibit materials, such

as salary schedules, personnel roster, and enabling forms were included.

Related Activities

It soon became evident that some of the existing policies, procedures, and forms were at variance with (and hence in "non-compliance" with) federal and state guidelines. Accordingly, using Public Law 94-142 funds earmarked for in-service training, a workshop was convened devoted to discussion of "Legal Implications of Recent Court and Legislative Activities." On December 10, 1980, Gary Kerr and Susan Longwell, of Kerr and Longwell Law Associates, Incorporated, Springfield, Illinois, presented the program, to which all superintendents of the twelve member districts were invited. Topics discussed included parent and student rights, case study procedures, records control, suspension of students, and methods of preparation for "due process" hearings.

As an outgrowth of that workshop, all forms used by South Eastern Special Education were reviewed and rewritten when necessary to conform more closely to state and federal requirements. This activity culminated in two additional workshops, held April 23 and 24, 1981, in which this writer participated as panelist to explain changes in district forms and procedures and to inform school personnel of their obligations under current law. Special education coordinators from the member districts were invited to the first of these workshops, and the second was attended by principals of the fifty-six schools served by the joint agreement.

Selection of a Classification System

As the policy statements, procedures, forms, and exhibit documents

were being compiled, the materials gradually began to sort themselves into logical categories. The classification system proposed by the National School Boards Association was considered but rejected as too complicated and inappropriate for the joint agreement's needs. The format espoused by the Council for Exceptional Children was judged unsuitable as well since it is largely concerned with federal regulations and lacks categories geared to day-to-day operations. A more simple arrangement was decided upon containing the following sections:

- A. Philosophy and Goals
- B. Organization
- C. Policy Statements
- D. Procedures
- E. Job Descriptions
- F. Service Delivery
- G. Forms

Materials under the heading of "Policy" group naturally into three subsections, namely "business," "employee," and "student" concerns. Likewise, the "Procedures" section divides logically into statements regulating the affairs of "employees" and "students." The inclusion of the "Service Delivery" section was necessary to present those governmental requirements which bear upon the provision of special education services. This section consists of materials disseminated in the workshops held April 23 and 24, 1981, and covers procedures that are to be followed by both the joint agreement and the local districts.

Selection of a Codification System

After consideration of several possible alternatives, the simple codification procedure utilized in the Illinois Office of the State Board of Education publication, Rules and Regulations to Govern the Administration and Operation of Special Education, was selected. This straightforward and convenient format allows for future expansion, when new entries are desired, by addition of letter suffixes to existing numerals. Each policy or procedure begins on a new page, with its code number placed in the upper right hand corner. Thus, page numbers in the manual are unnecessary. The manual is designed to be contained in a three-ring binder to expedite changes or deletions. Dates of adoption (or revision) are entered on each document, except that proposed materials are left undated. Contrary to usual practice, a table of contents precedes each section to aid location of specific entries. In addition, a general table of contents is provided. Dividers with index tabs are provided to separate individual sections.

· Presentation of the Final Version

The final product, after approval by the Director of South Eastern Special Education, will be presented to the Governing Council at their August 26, 1981, session. Following adoption, the completed manual will provide a ready reference for the joint agreement district's working documents. Annual recall of all copies of the manual extant is recommended to check for completeness, add new policies, and/or record any revised policies or procedures.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSIONS

The creation of a comprehensive manual of policies and procedures for a district is a large undertaking requiring heavy expenditures of time and effort. Although it is certainly appropriate that one person should assume the responsibility of coordinating such an effort, the participation of many others will be necessary if a quality product is to result.

Ideally, committees would be assigned to deal with each separate section of the manual. Committee members should be chosen on the basis of their concern with the content of a particular section. Activities should be tightly structured through the establishment of regular meeting schedules and predetermined deadlines for completion of each stage of committee work. Moreover, it is advisable to inform the entire staff of the work in progress to enlist their cooperation and to advise them that they might be called upon to contribute to the effort.

If the importance of the project is recognized, it also will be apparent that sufficient time must be dedicated to its completion. Accordingly, it is strongly recommended that project participants have other assigned duties and responsibilities reduced proportionately while the project is in progress.

Close communication must be established and maintained between those drafting the document and the district administrators and board

members. It is imperative that administrative wishes and concerns are known in order to prevent needless confusion, delay, or misunderstanding. Providing for regular reports to the board while work is in progress will do much to smooth the way for eventual acceptance of the completed product.

Although substantive changes are properly referred for board action, the project director must be empowered to exercise his own judgment when dealing with difficult language discovered in existing documents. Similarly, the project director must be permitted to use his own discretion when reconciling overlapping statements or when separating disparate ideas. Procedures to handle discrepancies between existing administrative directives and enabling policy statements, and similar possible sources of conflict, should be worked out in advance.

To facilitate and expedite the project, proposed time lines should be adhered to as closely as possible. Because the mechanical aspects of preparing a policy manual are complicated and time consuming, sufficient amounts of clerical help will need to be made available. In addition, the priority status of such a special project over routine office tasks must be fully appreciated by all clerical personnel who might become involved.

If these suggestions are followed, many potential obstacles can be avoided or reduced. The outcome will be a well planned and developed instrument which will serve as a useful guide and information source for the district's board of education, administration, staff, and the public.

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APPENDIX A

POLICY AND PROCEDURES MANUAL

PHILOSOPHY AND GOALS

Because as educators of exceptional children we believe that all children within the South Eastern Special Education District are entitled to a free, appropriate, and effective education, we espouse the following goals:

1. to provide educational experiences for all children with special needs ages three to twenty-one.
2. to evaluate, utilizing appropriate case study procedures, any child referred due to difficulties which interfere with learning, and to assist by recommending an educational plan commensurate with professional determinations.
3. to provide meaningful recommendations derived from consideration of each individual student's abilities as well as disabilities, and to maintain each student in that educational environment which is least restrictive.
4. to provide the regular teacher with support in the form of materials and/or programming help for those students able to function in the regular classroom.
5. to provide self-contained classroom staffed by competent and qualified teachers for those students unable to function in regular classrooms, including the trainable mentally handicapped, behavior disordered, multiply handicapped, and preschool handicapped.
6. to assist local districts in operating effective screening programs to locate preschool children in need of services.
7. to provide support teachers to operate as itinerant or resource personnel to work specifically with deaf/hearing impaired, blind/visually impaired, and speech/language impaired students.
8. to provide counselling services, individually and by groups, for students, parents, and educators.
9. to provide coordination for vocational education efforts of local districts and assistance through an on-the-job training program for qualified students.
10. to guide and support local school districts in their endeavor to provide quality programs for children with special needs.
11. to regularly review cases of children who qualify for special help.
12. to return children to regular classrooms as soon as this is feasible with sufficient support as necessary to help ensure their success.

CONTENTS

<u>Subject</u>	<u>Entry No.</u>
Historical Overview	2.01
Joint Agreement.....	2.02
Participating Districts	2.03
Executive Action Committee	2.04
Pre-Vocational Program	2.05
Personnel Roster	2.06
Program Description	2.07

HISTORICAL OVERVIEW

South Eastern Special Education (SESE) is a joint agreement district organized to provide for the education of the handicapped children in the 12 unit school districts of Clay, Crawford, Jasper, Lawrence, and Richland Counties. Within the district of 2141 square miles there are thirteen cities and towns and 56 schools.

The special education cooperative became operative in February, 1968, when a full-time administrator was employed. From March, 1968, to August, 1968, psychological services were performed on a contractual basis. Prior to the employment of an administrator (1964-68), approximately 130 mentally handicapped students attended classes within the five counties. During this period there were one part-time and two full-time speech therapists in the five counties. One full-time psychologist and one pre-vocational counselor were employed in September, 1968.

The period from the summer of 1969 to the present has been a period of continuous growth for the special education district. The SESE central office staff has increased from three to sixteen. These include a director, a 94-142 project coordinator and administrative assistant, four school psychologists, one school social worker, a pre-vocational coordinator, two speech pathologists, a physical therapist, 13 teachers, 10 teacher aides, and four secretaries.

Today SESE, in cooperation with local education districts, serves over 1700 children in special education classes or programs. Programs housed in the Ste. Marie facility include three Trainable Mentally Handicapped classes and one Multiply Handicapped class.

Additionally, South Eastern Special Education has worked cooperatively with the Southern Illinois Educational Services Center which is staffed by a regional director, a regional coordinator of low-incidence programs, a regional supervisor for hearing impaired, a low vision consultant, a full-time audiologist, and a nutritionist.

JOINT AGREEMENT FOR SPECIAL EDUCATION

The purpose of this joint agreement is to facilitate provision of special education services and facilities for handicapped children as defined in Article 14, The School Code of Illinois.

ARTICLE I

The name of this organization is South Eastern Special Education Program (SESE). It includes all cooperating school districts of Clay, Crawford, Jasper, Lawrence and Richland Counties.

ARTICLE II

A Special Education Council shall be established, such Council to consist of:

- (1) Superintendent of each cooperating district.
- (2) A member appointed by the local Board of Education of each cooperating district.
- (3) Superintendent of Educational Service Regione whose territory is included in the SESE area.

This Council is the governing body of the joint agreement.

Each cooperating board shall appoint its district representative prior to June 1 of each year, to take office the July 1 following.

The Council shall elect a chairman and other officers as necessary and select an administrative district annually prior to July 1.

A quorum shall consist of members representing a majority of the cooperating districts.

ARTICLE III

The cooperating districts shall be those districts which sign the joint agreement. Non-cooperating districts desiring to join after the initial enrollment date can be admitted only by two thirds (2/3) vote of the Council. Each district shall promise to cooperate in providing classrooms as required. Each district shall agree to contribute to the cost of administration and SESE sponsored instructional programs. No district may withdraw from the joint agreement without written notification to the Council at least 90 days prior to April 1, the annual date of renewal, and in accordance with Section 10-22-31 of the School Code of Illinois. Renewal shall be automatic unless such notice be given in writing. In the event of withdrawal or exclusion of any cooperating district from the program, said district shall be reimbursed for money due, or make payment of outstanding obligations to the program.

A school district shall become a member of this joint agreement by resolution which authorizes its Board President, Board Secretary and Superintendent to sign said agreement for the district.

Adopted 4/24/74

ARTICLE IV

An administrative district or agency shall be named annually prior to July 1, said district or agency to employ a Director of Special Education and other SESE sponsored administrative and/or instructional personnel subject to the approval of the Council, and shall provide adequate office staff and space.

ARTICLE V

The cost of the services shall be shared by all cooperating districts. Said cost will be based on district enrollment and taken from official OSPI reporting records based on enrollment shown on the form submitted the previous year (kindergarten enrollment shall be counted as 1/2 other grade enrollment). The district obligation, which is established annually by April 1 by the Council is to be paid quarterly beginning July 1, in advance, on a form provided by the administrative district.

ARTICLE VI

The Director shall be responsible to the Council for the successful operation of all phases of special education. Said Director shall recommend personnel, arrange for classrooms in the area where the need is greatest, draw up a tentative annual budget, and arrange transportation when necessary.

The Director shall be responsible for the completion of all State forms, placing of children in special classes, and any other activities as directed by the Council.

The Director shall be responsible for the instructional supervision of all SESE administered programs and services.

The Director shall serve as a consultant for district sponsored special education programs and services.

The Director shall share supervisory responsibilities with the administrators of the school in which special classes are located.

ARTICLE VII

The types of services to be provided shall include but not be limited to the following:

- A. Administrative
- B. Pre-vocational
- C. Psychological
- D. School Social Workers
- E. Supervisors
- F. Classes or itinerant or resource teachers for:
 - 1. Hearing Impaired (D,HH)
 - 2. Visually Impaired (Bl, PS)
 - 3. Physically Handicapped (PH)

4. Multiply Handicapped (MH)
5. Speech and/or Language Impaired (SC)
6. Educationally Handicapped (EH)
7. Behavioral Disorders (BD)
8. Learning Disabilities (LD)
9. Educable Mentally Handicapped (EMH)
10. Trainable Mentally Handicapped (TMH)
11. Others

ARTICLE VIII

The SESE Council and the Administrative District may enter into agreements with other districts to provide special education services.

ARTICLE IX

It is agreed that this agreement shall be null and void unless signed by cooperating districts whose total enrollment shall be at least ten thousand pupils.

ARTICLE X

This joint agreement may be altered or changed at any time by a two-thirds vote of the SESE Council at a regular or special meeting.

SOUTH EASTERN SPECIAL EDUCATION (SESE) PARTICIPATING DISTRICTSDISTRICTSSUPERINTENDENTSCLAY COUNTY DISTRICTS

1. Clay City Comm. Unit Dist. #10
2. North Clay Comm. Unit Dist. #25
3. Flora Comm. Unit Dist. #35

Kern Doerner
Richard Seelman
Floyd Henson

CRAWFORD COUNTY DISTRICTS

1. Hutsonville Comm. Unit Dist. #1
2. Robinson Comm. Unit Dist. #2
3. Palestine Comm. Unit Dist. #3
4. Oblong Comm. Unit Dist. #4

Gary Matteson
Vern Ingram
Ron Cope
Arkell Wisely

JASPER COUNTY DISTRICT

1. Jasper County Comm. Unit Dist. #1

James Taylor

LAWRENCE COUNTY DISTRICTS

1. Red Hill Comm. Unit Dist. #10
2. Community Unit School Dist. #20

John Baker
James Courtney

RICHLAND COUNTY DISTRICTS

1. East Richland Comm. Unit Dist. #1
2. West Richland Comm. Unit Dist. #2

Dr. Wm. Barwegen
David Newell

EXECUTIVE ACTION COMMITTEE

An Executive Action Committee consisting of one Council member from each county and the Chairman of the Council shall be appointed annually by the Chairman of the Special Education Council.

The purpose of the Committee shall be to review the SESE policies, programs and operation and make recommendations to the Special Education Council.

The committee shall meet at least quarterly.

PRE-VOCATIONAL COORDINATOR AND THE SECONDARY WORK EXPERIENCE PROGRAM (SWEP)

The Secondary Work Experience Program (SWEP) is administered by South Eastern Special Education through the local school districts. The Pre-Vocational Coordinator from the Special Education Cooperative in Ste. Marie is in charge of placements and coordination in the local communities within the five counties included in the cooperative agreement. The Pre-Vocational Coordinator is in charge of all job placements and monitors each individual on a regular basis. He also coordinates job assignments, working hours, and client salaries throughout the South Eastern Special Education Cooperative.

At present, the Work-Study Program is largely conducted in our Secondary Educable Mentally Handicapped classes in Robinson, Newton, Olney, Flora, Louisville, Lawrenceville, Bridgeport, and Noble.

SWEP is beginning to expand to include some students in areas of Learning Disabilities and the Behavioral Disordered.

The Pre-Vocational Program was formed and is being operated through cooperative joint-agreements between the Department of Rehabilitation Services, State Department of Special Education, and the Division of Vocational and Technical Education. Through these cooperative agencies, the program receives financial aid, assistance in providing vocational training, and assistance in finding permanent vocational placements for the students.

OBJECTIVES OF THE PRE-VOCATIONAL PROGRAM

The major objective of the curriculum and the Secondary Work Experience Program is to prepare handicapped students for gainful employment which will make them economically self-sufficient and in turn a useful member of their community.

Specific objectives include:

- 1) to evaluate the job skills and vocational adjustments of the students while in a realistic working situation
- 2) to expose these students to realistic working situations while under the supervision of program personnel
- 3) to relate the education and training of these students to employment requirements
- 4) to make these students realistically aware of the kinds of jobs that they can perform
- 5) to make these students realistically aware of the kinds of jobs that are available in this area
- 6) to develop wholesome habits and attitudes necessary for job success.

STUDENT ELIGIBILITY

Any handicapped student within the five-county South Eastern Special Education area who is sixteen (16) years of age or older is a possible candidate for the program.

The type of handicaps include:

- 1) Educable Mentally Handicapped
- 2) Socially Maladjusted
- 3) Physically Handicapped
- 4) Learning Disabled
- 5) Behavioral Disordered

The Department of Rehabilitation Services provided DORS counselors to be responsible for the rehabilitation aspects of the program.

The educational agency provides each student a program of rehabilitation services (work-study job site) for a maximum of 15 hours per week, which takes place during regularly scheduled school hours and which is included in the Individualized Education Program (IEP) and the Individual Written Rehabilitation Program (IWRP).

Gene Strain	Director
George Dudley	94-142 Project Coordinator, Admin. Assist.
Paul T. Homan	Supervising Psychologist
Wayne E. Savageau	School Psychologist
Brenda Allen	School Psychologist
Linda Sederquist	School Psychologist
Gary Sweat	Pre-Vocational Coordinator
Paul Jacob	School Social Worker
Mary Rogers	Teacher/Hearing Impaired
Vicki Rose	Physical Therapist
Liz Leighty	Speech Pathologist
Joan Smeltzer	Speech Pathologist
Chris Kondoudis	Teacher/Secondary Behavior Disorder
Sharon Onken	Teacher/Primary Behavior Disorder
Jennifer Ernst	Teacher/Intermediate Behavior Disorder
Karen Sprague	Teacher/Primary TMH
Nancy Oliver	Teacher/Intermediate TMH
Kathy Touchette	Teacher/Intermediate TMH
Mary Langlinais	Teacher/Secondary TMH
Terri Thompson	Teacher/Multiply Handicapped
Vickie Devenport	Teacher/Early Childhood Education
Judy Holder	Teacher/Deaf, Hearing Impaired
Kathy Sweazy	Teacher/Early Childhood Education
Debby Vogel	Teacher/Blind, Visually Impaired
Kathleen Sandefer	Teacher Aide
Beverly Shick	Teacher Aide
Sally Berry	Teacher Aide
Jeanette Miller	Teacher Aide
Linda Miller	Teacher Aide
Marsha Larson	Teacher Aide
Pat Denoyer	Teacher Aide
Sharon Richards	Teacher Aide
Connie Bolander	Teacher Aide
Rebecca Scherer	Teacher Aide
Sheila Thomas	Teacher Aide
Bonnie French	Administrative Secretary
Mary Lou Kessler	Administrative Secretary
Carolyn Reis	DORS Secretary
Joyce Ochs	94-142 Secretary

PRIMARY BD - Lawrenceville

INTERMEDIATE BD - Olney

SECONDARY BD - Itinerant

Primary Age Range: 5-9 years of age

or

6-10 (depending upon the class that particular year)

Intermediate Age Range: 9-12 years of age

Secondary Age Range: 10-21 years of age

To provide each child with a school environment, classroom experience, and educational program that will minimize behavioral problems and prepare the child for return to the regular school program or other special education classroom.

To develop appropriate social and behavioral skills, remediate academic deficits that contribute to behavioral problems caused by frustration or poor self-concepts, and improve self-concept through success-oriented academic and behavior modification techniques.

HEARING IMPAIRED - Itinerant

Age Range: 3-15 years of age

1. Program Objectives:

- a. to identify the language and communication needs of the student with a hearing loss and assist with remediation of needs.
- b. to provide educational service, assist in proper placement of students, and determine the impact of hearing loss on the student.
- c. to give academic support or remediation necessary to keep student with a hearing loss functioning in regular classes at his maximum potential.

Note: Objectives (a) and (b) written pertaining to deaf and/or hard of hearing students, whereas, objective (c) pertains to hard of hearing students only.

DEAF CLASS - Robinson

Age Range: 12-16 years

1. Program Objectives:

- a. increase knowledge in the academic areas (language arts, science, social studies, and math).
- b. improve speech and language skills.
- c. encourage social development by integration with "normal" population as much as possible.
- d. sharpen auditory and speech reading skills.
- e. develop physical skills within the regular P.E. program.

INTERMEDIATE TMH - Ste. Marie & Noble

Age Range: 10-15 years

Classroom objectives range from basic academic skills for communication and computation (through math and reading) to basic survival and daily living skills. The routine consists of daily discussion of day, month, calendar and seasons; handwriting; math; reading; survival language; and personal information.

SECONDARY TMH - Ste. Marie

Age Range: 16-21 years

The secondary program includes an emphasis on pre-vocational skills and functional academics.

Pre-vocational training involves simulated workshop activities, and actual janitorial duties done in and around the school building. Each student performs a particular job for two months, is paid by "check" and cashes this for play money with which to purchase items from the "school store".

Functional academics includes basic training in the use of handling money, measurements, time and survival reading. Directionality, sensori-motor training, nutrition and sex education are also included as units throughout the year. Students perform simple cooking tasks occasionally.

MULTIPLY HANDICAPPED - Ste. Maire

Age Range: 3-17 years

- a. to develop basic communicationsskills
- b. to develop awareness of self
- c. to develop awareness of environment
- d. to develop basic self-help skills

PRE-VOCATIONAL COORDINATOR - Itinerant

Age Range: 16 through 21 (2 year program usually for high school juniors and seniors)

The major objective of the Secondary Work Experience program is to prepare handicapped students for gainful employment which will make them economically self-sufficient and socially acceptable, and in turn a useful member of their community.

SPEECH PATHOLOGY - Itinerant

Age Range: 3-21 years

The field of speech and language pathology involve the identification, assessment and remediation of speech, language and hearing deficits. The major goal is to enable the individual to communicate effectively with those around him.

The goal in the area of speech is the articulation or correct production of individual speech sounds.

Language therapy involves both receptive (understanding what is heard) and expressive (ability to give out information) language development.

The child with a loss of hearing, whether mildly or severely impaired, is given auditory training and speech and language therapy as needed.

These services are provided to 3-5 year olds in the Early Childhood Education classes at Olney and Pinkstaff, to 5-12 year olds in the primary and intermediate behavior disordered classes at Lawrenceville and Olney, and all TMH and multiply handicapped students at Ste. Marie.

PHYSICAL THERAPY - Itinerant

Age Range: 3-21 years

The main objective of a physical therapy program is to help each child achieve optimum physical improvement so that he can derive maximum benefits from his educational opportunities. Specifically, the physical therapist works toward preventing deformities and/or correcting them, restoring function to as near normal as possible, and developing maximum independence. This often involves working with the transmission of sensory-motor information, and its integration and useful application by the child. Another objective of the program is to help each child make an adequate adjustment to his disability emotionally, socially, and vocationally. The final object is to help parents understand and accept the child's handicap, learn to work with the child, and plan for a realistic future.

SCHOOL PSYCHOLOGISTS - Itinerant

School psychologists provide services to students aged 3-21 who require psychological evaluation for their educational or behavioral problems. Evaluation by a certified school psychologist is required to place any child in a special education placement for children with mental impairment, in a special education instructional program, in a placement for children with behavior disorders or whenever there are questions about intellectual functioning and/or learning capacity.

School psychological services shall include, but not be limited to, (1) screening of school enrollments to identify children who should be referred for individual study (2) individual psychological examination and interpretation of those findings and recommendations which will lead to meaningful educational experiences for the child (3) counseling and performing psychological remedial measures as appropriate to the needs of students, individually or in groups (4) participating in parent education and the development of parent understanding (5) consulting with teachers and other school personnel in relation to behavior management and learning problems (6) consulting in problem development.

School psychological services shall be available in an appropriate quantity to all children for whom the district is responsible and be utilized to assist in the process of developing an educational climate conducive to the optimum development of all children. Emphasis is placed on prevention as well as rehabilitation, and indirect as well as direct services.

SOCIAL WORKER - Itinerant

Age Range: 3-21 years old

School social services are directed towards helping a handicapped child remediate or better cope with his or her handicapping condition. Handicapping conditions may include moderate to severe mental impairment, physical or crippling handicaps, a specific learning disability, behavior disorder, or other types of impairments.

Services provided by the social worker may include counseling for the child and his family, making referrals, identification of handicapped children, consultation, and acting as a liaison between the family, school and state agencies. Counseling may occur on an individual, family, or group basis and focuses primarily on the social and emotional aspects of the handicap. Referrals are made to other agencies or community resources when their services will benefit the child. The social worker may also participate in the case study evaluation of a child who has been referred for special education services. He also consults with school personnel regarding child behavior problems, or in implementing a child's I.E.P.

CONTENTS

<u>Subject</u>	<u>Entry No.</u>
Tuition	3.01
Student Insurance	3.02
Supplies/Materials Fee	3.03
Legal Requirements and Qualification	3.04
Nursing Services	3.05
Student Temporary Records	3.06
Child Abuse	3.07
Coporal Punishment	3.08
Student Suspension	3.09
Student Suspension Hearing Request	3.10
Sick Leave	3.11
Transfer of Sick Benefits	3.12
Personal Emergency Leave	3.13
Leave of Absense	3.14
Professional Meetings	3.15
Graduation	3.16
School Calendar	3.17

TUITION

1. Low incidence classes (outside the SESE District)
 - a. Since children will be enrolled in these classes on a per capita cost basis, the district of residence shall pay to the operating district an amount equal to its own per capita cost of the preceding year, and SESE shall pay any additional tuition cost.
 - b. Transportation shall be the responsibility of the district of residence.
2. Low incidence classes: self contained and/or resource (SESE sponsored)
 - a. 4366 (Extraordinary Services) money returned to individual districts for children in SESE operated classes will upon receipt be returned to SESE for use in defraying overall operational costs. (amended 4-28-77)
 - b. "Low incidence handicapped" shall be interpreted to mean deaf, hard of hearing, blind, partially sighted, severe multi-handicapped, and severe behavioral disordered as described in the current office of the State Board of Education "Rules and Regulations to Govern the Operation of Special Education Programs."
3. Itinerant programs (SESE sponsored)
 - a. Itinerant programs shall be funded in full by SESE
 - b. Any pupil transportation shall be the responsibility of the district of residence.
4. Early Childhood (non-categorical-SESE sponsored)
 - a. E.C.E. programs shall be funded in full by SESE
 - b. Any pupil transportation shall be the responsibility of the district of residence.

SCHOOL STUDENT INSURANCE

The enrolling district should assume the responsibility of offering insurance.

Adopted 1/6/76

SUPPLIES/MATERIALS FEE FOR PARENTS OF STUDENTS IN SESE CLASSES

FORMULA: The per-student fee for each district for grades K-12 is averaged. These averages were totaled and divided by 12, the number of districts in SESE.

TMH-BLIND-DEAF

\$15.00 at beginning of year

ECE-B.D.

\$7.50 payable at beginning of each semester (since these students often aren't enrolled in SESE classes for a full year).

No charges will be made to parents who pay a similar fee to their home districts.

Adopted 8/13/80

Teachers are required by state law to register their certificates annually with the Superintendent of the Educational Service Region. South Eastern Special Education and the administrative district is prohibited from paying a teacher who does not have a legal certificate properly registered. On or before September 1, teachers shall present the Director with a certified copy of any hours of college credit earned during the previous year.

For new teachers, the following steps must be completed before actual student contact:

- a. Obtain a physical examination form from the Director
- b. Complete an application form for a certificate from the Superintendent of the Educational Service Region
- c. Provide a transcript of college credits
- d. Provide proof that tuberculosis tests have been completed

NURSING SERVICES

1. Divide district's cost for nurse assigned to SESE classes by 185 days to establish daily rate.
2. Divide daily rate by 7 hours to determine hourly rate.
3. To determine yearly cost, multiply hourly rate (x) number of hours spent by nurse each week in SESE classes (x) 36 weeks in school year.

EXAMPLE

\$8,000.00

Nurse's salary

$$185 \overline{) 8,000.00} \begin{array}{r} 43.24 \\ \hline \end{array}$$

Daily rate

$$7 \overline{) 43.24} \begin{array}{r} 6.18 \\ \hline \end{array}$$

Hourly rate

If nurse spends one (1) hour per week for 36 weeks:

$$\begin{array}{r} \$ 6.18 \\ \times 36 \\ \hline \$222.48 = \end{array}$$

amount SESE owes district
(to be billed at end of May)

FOR THIS FEE, SESE WOULD LIKE TO RECEIVE AT LEAST THE FOLLOWING SERVICES:

1. Periodic visit to SESE classrooms.
2. Access to first aid supplies.
3. Review of medical records.
4. Audiometric and vision screenings.
5. Immunization boosters (with parental consent).
6. Consultive services to teacher for students' personal hygiene needs.
7. Emergency nursing needs.

RECORDS:

1. The school nurse shall inform SESE of needed immunizations or physicals.
2. SESE students may participate in local district clinics, with proper permission.
3. If a SESE student gets a physical or immunization at his/her district of residence, that district must inform SESE, who in turn notifies the nurse in the district where the SESE class is located.
4. A copy of the student's health records are to be kept in the district where the SESE class is located.
5. If questions arise concerning records for SESE students, the district should contact the SESE office, who in turn will contact the nurse in the district where the SESE class is located.

Adopted 8/13/80

The South Eastern Special Education Administrative Office shall serve as the location and custodian for temporary records of students who receive direct or indirect special education services.

Student temporary record consists of all information not required in the student permanent record. Such information may include:

- a. Family background information
- b. Aptitude test scores
- c. Psychological evaluations, including information on intelligence, personality and academic information obtained through test administration
- d. Elementary and Secondary achievement test results
- e. Participation in extra-curricular activities
- f. Honors and awards received
- g. Teacher anecdotal records
- h. Disciplinary information
- i. Special Education files, including multidisciplinary conference reports, placement conferences, the Individualized Education Plan, etc.
- j. Any verified reports or information from non-educational persons, agencies, or organizations
- k. Record of release of temporary student information

It shall be the policy of South Eastern to destroy student temporary records one year after the student has transferred, graduated, or otherwise permanently withdrawn from the local school district.

B. RECORD COLLECTION, STORAGE, MAINTENANCE AND CONTROL

1. All certified employees of South Eastern Special Education are assigned responsibilities in the collection of information and of the protection of the confidentiality of student temporary records.
2. The temporary record shall be located at the Administrative Office of South Eastern Special Education
3. Records shall be controlled by the Director of Special Education or his/her designee.
4. All records shall be stored in locked files.
5. The Director or his/her designee shall, at least once annually, review each student's temporary record and remove outdated or irrelevant materials.
6. The Director, as the official records custodian, shall take all reasonable measures to prevent unauthorized access to or dissemination of school records.
7. Information added to a student temporary record shall include the name, signature, and position of the person adding such information and the date of entry.

C. AUTHORIZED ACCESS TO AND RELEASE OF STUDENT RECORDS

1. All SESE personnel who have a current and legitimate interest in student records shall have access as needed for professional purposes.
2. Student records may be made available for statistical purposes, provided that:
 - a. verified permission has been received from the State Superintendent of Education
 - b. no student or parent will be personally identified from the information to be released
3. The Director will release student records pursuant to a court order or subpoena presented by local, state, or federal officials. However the Director shall notify the parent(s) and/or student in writing regarding the judicial order and the information so provided.
4. The Director will release student records to the official records custodian of another school both within and outside the State of Illinois in which a student has enrolled, or intends to enroll, upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon request, inspect, copy, and challenge such information.
5. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of student or other persons. In determining whether to release student records relative to a potential emergency situation, one should consider: the seriousness of the threat to the health or safety of the student or other persons; the need for such records to meet the emergency; or whether the persons to whom records are released are in a position to deal with the emergency.
6. Any release of information other than that specified in # 1 - 5 above, shall require the prior, specific, dated, and written consent of the parent or guardian, designating the person to whom such records may be released, the reason for the release, and the specific records or information to be released.
7. The parent or guardian of a student may inspect or review the student record subject to the following conditions:
 - a. The request must be written, dated, signed by the parent, and addressed to the Director.
 - b. The request must be honored within 10 school days of receipt.
 - c. Under no circumstances will the student record leave the administrative office.
 - d. A certified psychologist employee of SESE who is familiar with the student shall be present to answer questions and interpret the records to the parent.

- e. A copy of the record or any portion of the record may be made if the request to copy is written, dated, signed by the parent or guardian, and submitted and approved by the Director.

D. REDISCLASURE AND RECORD OF DISCLOSURE

Any information from another person or agency shall not be redisclosed without the prior, specific, dated, and written consent of the parent or guardian designating the person to whom such records may be released, the reason for the release, and the specific records or information to be released.

A record of all disclosures of information shall be made and must include:

1. The nature and substance of the information released.
2. The name and signature of the official records custodian releasing such information.
3. The name, title, and employer of the person requesting such information, and the purpose of such request.
4. The date of the release.
5. A copy of any consent to such release.

E. REVIEW AND CHALLENGE OF STUDENT RECORDS

1. Parents and guardians shall have the right to challenge the accuracy, relevance and/or propriety of any entry in the school student records, exclusive of grades of their child.
2. A request for an informal conference with the Director to challenge the contents of a student record, shall be made in writing to the Director, and shall state in specific terms what entries in their student's record are being challenged or questioned.
All informal conference with the parents shall be held within 15 school days of the receipt of the written request for the conference.
3. If the challenge is not resolved by the informal conference, a formal hearing shall be heard by the Chairman of the SESE council. At the hearing, each party shall have the rights as outlined by law.

A verbatim record of the hearing shall be made by a tape recorder. The Chairman, as hearing officer, shall render a decision within 10 school days after the conclusion of the hearing and shall transmit this decision immediately to the parents and the Director. The decision shall be based solely on the information presented at the hearing and shall result in one of the following:

- a. To retain the challenged contents of the student record.
- b. To remove the challenged contents of the student record.
- c. To change, clarify, or add to the challenged contents of the student record.
4. Either party shall have the right to appeal the decision of the Chairman to the Superintendent of the Educational Service Region within 20 school days after such decision is transmitted.

The school may initiate an appeal on its own behalf by the same procedure.

5. Upon receipt of such documents, the SESB shall examine the document and record, make findings, and issue a decision to the parents and the school within 20 school days of the receipt of the appeal documents.
6. The (school) Director shall be responsible for implementing the decision of the Superintendent of the Education Service Region.

F. NOTIFICATION OF RIGHTS

Notification of established rights shall be given annually to each student and his/her parent or guardian.

Such notification shall include:

1. The types of information contained in the temporary records.
2. The right to inspect and copy temporary records and the cost of copying such records.
3. The right to control access and release of school student records and the right to request a copy of information released.
4. The right and procedures for challenging the contents of the school student record.
5. The person, agencies or organizations having access to the student records without parental consent.
6. The right to copy the school student or information contained therein proposed to be destroyed or deleted and the schools schedule for reviewing and destroying such information.
7. A statement informing the parents that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of information from a student's temporary record which such individual may obtain through the exercise of any right secured under the law or these regulations.
8. The right of parents to inspect and challenge the information contained in a school student record to another school district, in the event of the transfer of the student to that school district.
9. Any policies of the school relating to school student records which are not included in the law or these regulations.

I. Position

Under current Illinois statute schools have certain responsibilities towards abused and neglected children. In general, the school's role is to identify these children and refer them for treatment and protection. Due to their specialized knowledge of children and their prolonged contact with them, school personnel are in an excellent position to accomplish this.

Therefore, in accordance with the Abused and Neglected Child Reporting Act (hereafter known as the ACT) as amended September 27, 1979, effective date July 1, 1980, it is the policy of South Eastern Special Education (SESE) that school personnel who suspect that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall immediately report this to the Director (of SESE) or his designee(s) who shall then make a report to the Department of Children and Family Services (D.C.F.S.).

II. Definitions

- A. School personnel means any person in the employ of a school or joint agreement.
- B. The ACT defines abused child as "a child whose parent or immediate family member, or any person responsible for the child's welfare, or any individual residing in the same home as the child, or a paramour of the child's parent:
 - 1. inflicts, causes to be inflicted, or allows to be inflicted upon such child by other than accidental means any of the following: a serious physical injury; death; disfigurement; impairment of physical or emotional health; or loss or impairment of any bodily function;
 - 2. creates a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious disfigurement or impairment of any bodily function;
 - 3. commits or allows to be committed a sex offense against such child, as defined in the Criminal Code of 1961;
 - 4. commits or allows to be committed an act or acts of torture upon such child; or
 - 5. inflicts excessive corporal punishment."
- C. The ACT defines neglected child as "a child whose parent or other person responsible for the child's welfare does not provide the proper or necessary support, education as required by law, or medical or other remedial care recognized under State law as necessary for his or her well-being; or who is abandoned by his or her parents or other person responsible for the child's welfare."

A. Student Interview

The abuse/neglect report shall be made on the basis of a personal interview and/or physical inspection of the child which shall be conducted in a professional manner in a private area and in the presence of two(2) certified school personnel. Those interviewing the child are encouraged to consult with the school nurse and the school social worker in determining if a report should be made. All doubts as to whether a report should be made shall be resolved in favor of the child and reported immediately.

B. Information Required

In accordance with the ACT the following information, if known, shall be included in the report:

1. name and address of the child and his parent/guardian;
2. the child's age, sex, and race;
3. the nature and extent of the abuse or neglect including any evidence of prior abuse or injuries of the child or his siblings;
4. the name(s) of the person(s) apparently responsible for the abuse or neglect;
5. name, age, and sex of family members;
6. name of person making the report, their title, and where they can be contacted;
7. any other action taken;
8. any other information which may be helpful.

C. Method of Reporting

In accordance with the ACT an oral report shall be made immediately to the D.C.F.S. field office which is responsible for the child's county of residence and is to be followed by a written report within 48 hours confirming the earlier oral report.

In the event that the appropriate D.C.F.S. field office cannot be contacted, the reporter may:

1. use the toll-free telephone number (1-800-252-2873) established by law for the reporting of the child abuse and neglect, or
2. report to a local law enforcement agency, particularly if the child's life, health, or safety may be threatened by the child's return to the alleged perpetrator of the abuse.

D. Report Follow-Up

The reporter or person initiating the report shall contact the D.C.F.S. office making the abuse/neglect investigation within ten(10) days of the oral report to determine the findings of the investigation and nay action taken.

E. Confidentiality

It is not a violation of the Family Educational Rights and Privacy Act of 1979 to release information from a child's record without parental consent for the purpose of making a child abuse/neglect report to an appropriate agency.

All reports are considered strictly confidential and are not to be released to any person or agency without written parental consent.

F. Record of Reports

A copy of the written report shall be sent to D.C.F.S. Documentation of the oral report and all other pertinent facts shall be kept in the child's temporary file.

G. Parent Notification

School personnel are not to notify the child's parent of an abuse/neglect report without approval from the Director or his designee except as in Section VII-3.

IV. Penalty for Failure to Report

A. Legal Consequences

The ACT contains no penalty for the failure to report suspected child abuse or neglect. However, anyone failing to report may be found liable for damages to the child under the common law of negligence. (This has not yet been tested in Illinois courts.)

V. Liability of the Reporter

The ACT states in part "Any person, institution, or agency under this ACT, participating in good faith in the making of a report...shall have immunity from any liability that might result by reason of such action."

VI. Testimony by the Reporter

The ACT states in part "ANY person who makes a report...shall testify fully in any judicial proceeding resulting from such report, as to any evidence of abuse or neglect, or the cause thereof."

VII. Child's Removal from School for Protective Custody

In the event that a child suspected of being abused or neglected is taken into protective custody by a law enforcement officer or a representative of the Department of Children and Family Services while at school the following shall occur:

1. the officer or D.C.F.S. representative shall notify the Director of Special Education or his designee of the specific grounds for taking the child into protective custody;
2. the Director or his designee shall release the child directly to the officer or D.C.F.S. representative, preferably in a private area;
3. the Director or his designee shall notify the parents of the action taken and the reasons given for the action;
4. a summary report of the process outlined above in Sec. VII, 1,2, and 3, shall be made and kept with the school's copy of the written abuse/neglect report.

VIII. Inservice Training

SESE will provide periodic inservice training on the subject of child abuse and neglect to all school personnel.

CORPORAL PUNISHMENT

Corporal punishment is defined as punishment inflicted directly on the body. The local board of education or the parents of a student can prohibit the use of corporal punishment by teachers and other certified educational personnel. School personnel should refrain from administering corporal punishment when angry or when no witness is present. If used, the punishment should be administered in a reasonable manner on the buttocks only. A student must have prior notification of the conduct likely to result in corporal punishment when possible. Parents objecting to their children being corporally punished may prohibit its use by written request as prescribed by local district policy. The local district must notify parents of this right upon initial enrollment of the student.

School personnel should become informed of professional literature regarding the potentially damaging effects of corporal punishment.

SUSPENSION POLICY

The Director of SESE is authorized to be the Suspension Officer, and the Chairman of the SESE Council is appointed as Hearing Officer.

1. The Hearing Officer will be the Chairman of the South Eastern Special Education Council.
2. A hearing shall be held at a time agreed upon by both the parents (or guardian) and SESE.
3. Absence of the parents or guardian at a scheduled review proceeding will be constructed as a waiver of review.
4. SESE administration shall proceed first, and the student or his/her representative may then respond.
5. All witnesses shall be subject to inquiry by both parties.
6. No more than 5 witnesses may be called by either party.
7. Either party may record the proceedings at its own expense.
8. Review proceedings will be held in executive session at the request of either party.
9. The Hearing Officer shall make a written statement of his findings to the SESE Council within 5 school days after the hearing.
10. A written decision will be issued to the student and his parents within 10 school days by the SESE Council.

In the event of the necessity of suspension from school, a certified letter shall be sent immediately to the parents stating:

1. Specific reason for suspension
2. Specific days of suspension
3. Date student may return to school
4. Parents' right to a hearing, and the fact that SESE must be notified within 10 days of receipt of the certified letter if a hearing is desired.

The student is entitled to (1) notice and an opportunity for a hearing appropriate to the nature of the case immediately following the misconduct; (2) an informal discussion of the alleged misconduct with the disciplinarian; (3) an opportunity to object to evidence which the school administration asserts is a basis for the suspension; and (4) an opportunity to explain his/her version of the facts after the student has been told the basis of the accusation. If there is an ongoing continuous danger to persons or property, then the student may be summarily removed, but a pre-suspension hearing must be scheduled as soon as practicable.

POLICY GOVERNING A HEARING ON SUSPENSION WHEN REQUESTED BY PARENTS

1. The hearing officer will be the chairman of the South Eastern Special Education Council.
2. A hearing shall be held at a time agreed upon by both the parent(s) or guardian and SESE.
3. Absence of the parent(s) or guardian at a scheduled review proceeding will be construed as a waiver or review.
4. SESE administration shall proceed first, and the student or his/her representative may then respond.
5. All witnesses shall be subject to inquiry by both parties.
6. No more than 5 witnesses may be called by either party.
7. Either party may record the proceedings at its own expense.
8. Review proceedings will be held in executive session at the request of either party.
9. The hearing officer shall make a written statement of his findings to the SESE Council within five school days after the hearing.
10. A written decision will be issued to the student and his parents within 10 school days by the SESE Council. The decision shall contain a short statement of the facts, the basis for the decision, and the findings.

Adopted 9/27/78

SICK LEAVE

All full-time certified and noncertified employees shall be entitled to sick leave in the amount of ten (10) days at full pay the first year of their employment. If any such employee does not use the full amount of annual leave thus allowed, the unused amount shall accumulate to a maximum available leave of one hundred thirty-two (132) days for the school year 1979/80 and one hundred forty-four (144) days for the school year 1980/81 at full pay, including the leave of the current year.

The SESE Governing Council will consider, upon the Director's recommendation, extension of sick leave for employees whose circumstances warrant special consideration. The Board shall be petitioned through the Director.

The SESE Governing Council may require a physician's certificate as a basis for pay during leave after an absence of three (3) days for personal illness, or as it may deem necessary in other cases.

Sick leave shall be interpreted to mean personal illness, or illness or death in the immediate family or household. The immediate family shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, and legal guardians.

Employees may select one of the following options regarding sick leave due to an on-the-job accident:

1. If needed, an employee may take full salary for accumulated sick leave. In case of Workman's Compensation benefits, the school will supplement the amount paid by the insurance company to bring the total salary to the full normal salary. In no case will SESE issue a full check and accept an endorsed Workmen's Compensation check as a partial reimbursement. Each day of absence taken under this option will be charged against accumulated sick leave. When sick leave time has expired, the employee will be entitled to Workmen's Compensation only. Changes made in the Workmen's Compensation laws as provided by the State of Illinois will be followed.
2. If the employee does not elect to use sick leave, the employee shall receive only the amount of the employee's Workmen's Compensation benefit. The employee's full accumulated sick leave will be available when the employee returns to work, or may be used upon expiration of Workmen's Compensation benefits.

Adopted 9/18/79

TRANSFER OF SICK BENEFITS

SESE personnel hired from within the five-county joint agreement shall be credited with any sick leave days accumulated in the previous school position, with a limit of 144 days.

Adopted 9/18/79

PERSONAL EMERGENCY LEAVE

The Council shall grant up to two (2) days of personal emergency leave without loss of pay. Unused personal leave shall accumulate as sick leave. None will be taken before or after holidays or vacations.

These days will be granted with full pay and should have prior approval of the Director. Requests should be made in writing as far in advance as possible.

Personal emergency leave would cover emergency situations not covered by sick leave (Example: Business that could not be taken care of at any other time, personal family matters not involving illness, son or daughter graduating, etc.).

Leaves of absence for up to one (1) year may be granted to tenured employees if requested in writing at least three (3) months before the leave is to be taken, and subject to approval by the South Eastern Special Education Council.

Leaves may be granted for:

- a. Advanced study leading to a degree in an approved university.
- b. Educationally related travel if the applicant provides an explanation of how such travel will improve the educational program.
- c. Military service.
- d. Maternity.
- e. Child care, adoption.
- f. Extended illness in immediate family.
- g. Situation of an emergency nature over which an employee has little or no control.
- h. Other reasons acceptable to the Council which will improve the educational program in South Eastern Special Education.

An employee on a leave of absence would receive no salary or related benefits. However, employees on such leaves may continue benefits if they reimburse the district for any costs of benefits for which they apply, such as for insurance benefits.

Employees will not advance on the salary schedule while on any approved leave of absence.

Teachers would retain their tenure status with South Eastern Special Education but not necessarily the same position in the same school.

Sabbatical leaves may be granted as per section 24-6.1 of the Illinois School Code.

Requests for leaves will be considered on their individual merits.

The Council will not grant leaves of absences, except in cases of extreme emergency, after July 1 or sixty (60) days before the beginning of school (legal limit).

A notice of return from leave of absence for the coming school year will be supplied to the Council by March 15.

PROFESSIONAL MEETINGS

All requests to attend professional meetings must be approved by the Director (see "Request to Attend Professional Meeting Form") and meet the following criteria:

- I. Within the SESE area
 - A. 20¢ per mile
Travel reimbursement shall be paid for the lesser of the two distances:
 - 1. from the employee's home office to the work assignment.
 - 2. from the Ste. Marie office to the work assignment.
- II. Convention and Workshop Policy
 - A. Area meetings
 - 1. Approval of Director (2 weeks notice)
 - 2. 20¢ per mile
 - 3. Cost of meals or banquet if part of meeting
 - 4. Registration fee, if any
 - B. State meetings
 - 1. Approval of Director (2 weeks notice)
 - 2. 20¢ per mile or actual cost whichever is less
 - 3. Lodging - full coverage
 - 4. \$14.00 per diem
 - 5. Registration fee, if any
 - 6. Banquet fees (cost deducted from the \$14.00 per diem)
 - 7. Attendance at any meeting must be directly related to duties and/or position of the individual staff member
 - 8. Must be a member of organization sponsoring the convention
 - C. National meetings
 - 1. Recommendation and approval of Director (one month advance notice)
 - 2. Mileage to be determined by location and time required for travel
 - 3. Lodging - full coverage
 - 4. \$14.00 per diem
 - 5. Registration fee, if any
 - 6. Banquet fees (cost deducted from the \$14.00 per diem)
 - 7. Attendance to a national convention must be directly related to duties and/or position of staff member
 - 8. Must be a member of the organization sponsoring the convention
 - D. All meetings for the Director will be considered as the need arises
 - E. Meal allowances (submit receipts for meal costs)
 - Breakfast \$2.75
 - Lunch 3.75
 - Dinner 7.50

Adopted 7/1/80

GRADUATION

- A. A special education student may be graduated only after a conference terminating special education placement has been held. (Rules & Reg. 9.29)
- B. When a student is transported from one district to another in order to receive the most appropriate and least restrictive educational service, the student may be graduated from either district.

SCHOOL CALENDAR

1. Districts sending students to receiving districts shall conform to the adopted calendar of the receiving district.
2. SESE classes and staff will follow the school calendar of the district in which the program is housed.
3. SESE central office staff will follow the Jasper Community Unit #1 school calendar.

CONTENTS

<u>Subject</u>	<u>Entry No.</u>
Child Abuse Notification Procedures	4.01
Student Discipline	4.02
Suspension Notification Procedures	4.03
Field Trips and Other Off-Campus Activities	4.04
Emergency Information Reporting Procedures	4.05
Mileage and Travel Expense Reimbursement	4.06
Procedures for Changing Mileage	4.07
Work Day and Schedule Reporting Procedures	4.08
Telephone Calls	4.09
Purchases	4.10
Administration of Medicine	4.11
Letter to Parents - Health Records	4.12
Standing Orders for Nurses	4.13
Head Lice Infestation Procedures	4.14
Accident Reports	4.15
Procedures when Considering Unavailable Programs	4.16

CHILD ABUSE NOTIFICATION PROCEDURESSESE Classes

South Eastern Special Education personnel who suspect that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall immediately report this to the Director of Special Education or his designee(s), who shall then make a report to the Department of Children and Family Services.

Procedure when a student from one district attends classes in another district:

1. Teacher notifies building principal
2. Building principal or designee
 - a. consults with school nurse
 - b. consults with SESE Social Worker if appropriate
 - c. notifies the Department of Children and Family Services contact person for the local school district.
3. The D.C.F.S. contact person notifies
 - a. D.C.F.S. (notify Salem D.C.F.S. of children residing in Clay County; notify Olney D.C.F.S. office for children residing in Richland, Lawrence and Crawford counties, notify Effingham D.C.F.S. office for children residing in Jasper county)
 - b. the sending district

STUDENT DISCIPLINE

- A. In general, SESE classes are to abide by the discipline policy of the district in which the class is located.
- B. Suspension (ref. Suspension Policy statement)
- C. Expulsion (Ref. Rules & Regulations, Article II, Section: 2.4 "It is unlawful for a child who is eligible for Special Education to be expelled from a public school.")
- D. Corporal Punishment/Physical Restraint (ref. Corporal Punishment Policy statement)

The inappropriate behavior of many special education students is a result, either direct or indirect, of their exceptional characteristic(s). The educational goals for these students often includes the remediation or modification of such behavior. The use of corporal punishment should be restricted to those situations in which other disciplinary measures have failed. The following procedure shall apply before corporal punishment is administered:

1. When physical discipline becomes necessary, the teacher must confer with the principal, and the principal and teacher must be in agreement on the necessity of physical discipline. The principal shall have the responsibility of designating the time, place, and person to administer physical discipline.
2. The student should be informed of the seriousness of the offense and the reason for his physical punishment.
3. Care should be taken that the period of time between the offense and physical punishment is not so long as to cause undue anxiety in the student.
4. The physical punishment must be administered in the presence of the principal or his certified representative and free from the presence of other students.
5. Physical discipline will be confined to the use of the paddle, administered in such a manner that will not result in injury to the student, and will be administered on the buttocks through the pupil's mode of dress.
6. Physical discipline should never be administered to a child whom school personnel know to be under psychological or physical treatment without a conference with the psychologist or physician.
7. The principal, or his delegate, is responsible for informing the parent or legal guardian of the administration of physical discipline. After physical discipline is administered, a report signed by the principal and by the witness will be placed in the student's file, and a copy of the report will be forwarded to the director of SESE.

8. Personnel currently under sanctions to refrain from physical discipline will not administer physical discipline. They must report cases directly to the principal for action.

PHYSICAL RESTRAINT

Teachers are encouraged to utilize SESE central office staff (especially a psychologist or a social worker) when dealing with a child whose behavior may warrant the use of corporal punishment. A child's behavior may indicate an inappropriate placement or that the child's problems are more severe than they first appeared.

SUSPENSION: NOTIFICATION PROCEDURES

In the event of the necessity of suspension from school, a certified letter shall be sent immediately to the parents stating:

1. Specific reason for suspension
2. Specific days of suspension
3. Date student may return to school
4. Parents' right to a hearing, and the fact that SESE must be notified within 10 days of receipt of the certified letter if a hearing is desired.

The student is entitled to (1) notice and an opportunity for a hearing appropriate to the nature of the case immediately following the misconduct; (2) an informal discussion of the alleged misconduct with the disciplinarian; (3) an opportunity to object to evidence which the school administration asserts is a basis for the suspension; and (4) an opportunity to explain his version of the facts after he has been told the basis of the accusation. If there is an ongoing continuous danger to persons or property, then the student may be summarily removed; however, a pre-suspension hearing must then be scheduled as soon as practicable. (Refer to "Notice of Suspension" form)

FIELD TRIPS AND OTHER OFF-CAMPUS ACTIVITIES

All off-campus activities such as field trips, parades, or school-related activities which involve leaving the school premises must receive prior approval by the Director.

1. Each request is to be written and will state
 - a. the nature of the trip
 - b. location
 - reason for the trip
 - d. length of trip
 - e. special arrangements required such as transportation, meals, or miscellaneous expenses
2. Written parental permission is required for each child to participate in each off-campus activity. (See "Field Trip Permission Form")
3. Prior arrangements must be made to accommodate students not participating in any off-campus activity.
4. Children are always to be under the direct supervision of either a certified teacher or a certified teacher's aide.

EMERGENCY INFORMATION REPORTING PROCEDURES

An Emergency Information Form is to be completed by the parents or guardian of each child enrolled in a SESE class. A copy is to be in the child's file at the Central Office and a copy in the teacher's classroom file.

If a teacher does not have a completed Emergency Information Form for each student, the Central Office should be contacted promptly. (Refer to "Emergency Information" form)

MILEAGE AND TRAVEL EXPENSE REIMBURSEMENT

Mileage and Travel expenses shall be turned in monthly to the central office on the "Mileage and Travel Expense Reimbursement Requisition Form". Receipts should be attached for all out-of-district meals, registration fees, etc. (See "Procedures for Changing Mileage").

PROCEDURES FOR CHARGING MILEAGE

1. Office to destination back to office.
2. Charge from home to destination back to home if this is the shortest distance.
 - i.e.--Your home is in Olney and you spend the day at Noble and return to Olney. You charge the 20 mile round trip (otherwise the mileage from Ste. Marie to Noble and return to Ste. Marie would be about 55 miles)
3. Charge from first business contact to the office if traveling from home if this is shorter than office to destination back to the office.
 - i.e.--You live in Clay City and stop to work in the East Richland district and then continue to Ste. Marie. You would charge from Olney to Ste. Marie.
4. Charge from office to destination back to your home if this distance is shorter.
 - i.e.--You live in Olney. Your travel originates at the Ste. Marie office and you travel to Oblong but return to Olney at the end of the school day. Charge from Ste. Marie to Oblong and back to Ste. Marie.
5. Charge from the office to your last contact at the end of the day if your last contact is enroute to your home.
 - i.e.--Your home is Flora. You travel from Ste. Marie but stop to work at Olney and then continue home at the end of the day. Charge from Ste. Marie to Olney.
6. If delivering or picking up something related to the office when on the way to work or going home from work, then charge only for the extra mileage driven in the town(s) which is caused by picking up or delivering the item(s). This is viewed differently than when actually working with students or school personnel.

WORK DAY AND WORK SCHEDULE REPORTING PROCEDURES

A work schedule is to be submitted to the central office noting the location, time and activities.

This schedule is to be followed as closely as possible, with the central office being notified of any major revisions.

For all central office personnel the work day begins at 8:00 a.m. and ends at 4:00 p.m. All personnel are to report to work unless notified differently by the Director of SESE or his designee. (Refer to "Weekly Schedule" form)

TELEPHONE CALLS

A record of all long distance telephone calls shall be made on the appropriate form providing all requested information. This record is to be submitted to the SESE office on the last working day of each month.

Collect telephone calls to office are to be avoided. Telephone credit cards will be supplied for use for all business-related calls. (Refer to "Telephone Record" form)

PURCHASES

No purchases are to be made without prior approval of a requisition approved by the Director.

For a purchase which involve educational funds and which is in the approved budget, the teacher must file a requisition with the Director giving accurate information on the following: catalog name (and number if possible), page, quantity, item description, and cost. (Refer to "Purchase Requisition" form)

For non-budget items, the teacher will discuss the proposed purchase with the Director and is to receive approval of the requisition prior to purchase. (See "Purchase Requisition" form)

ADMINISTRATION OF MEDICINE

The South Eastern Special Education District adopts the following suggested procedures for the administration of medicine to students, as recommended by the Illinois Office of Education:

1. Written orders are to be provided to the school from a physician detailing the name of the drug, dosage, and the time interval in which the medication is to be taken. These orders are to be renewed periodically as deemed necessary by the local school district.
2. A written request from the parent or guardian of the pupil to the school district together with a letter from the physician indicating the necessity for the medication during the day, the type of disease or illness involved, the benefits of the medication, the side effects, and an emergency number where he or she can be reached. Both letters shall be placed in the pupil's temporary file.
3. Medication must be brought to the school in a container appropriately labeled by the pharmacy or physician.
4. The initial dose of medication at school must be administered by the school nurse. If subsequent medication must, by necessity, be administered by a professional other than the school nurse, the nurse should provide the necessary information for the administration of the medication, including the detailing of any possible side effects.
5. The school nurse shall prepare a written statement to the building administrator as to the side effects of the drug, if any, and a copy thereof shall be placed in the pupil's temporary file.
6. A locked cabinet must be provided for the storage of medication. Opportunities should be provided for communication with the pupil, parent, and physician regarding the effectiveness of the medication administered during school hours.
7. The school district retains the discretion to reject requests for administration of medication.

Adopted 1/25/78

Dear Parents:

The rules and regulations for health examinations and immunizations have been set up by the State through the Illinois State Board of Education and the Illinois Department of Public Health.

In order to be enrolled in school this coming fall, all students must have a physical exam or record. Students entering kindergarten, fifth, and ninth grades must have a physical done before enrolling. If a student does not have a physical on record, he will not be allowed to enroll in school until one is obtained.

Immunizations must be up-to-date. In order to be up-to-date, the following must have been given:

- 5-6 doses of Diphtheria, Pertussis (Whooping Cough)
Tetanus, DPT or DT
- 4 doses of oral Polio vaccine
- 1 Measles immunization after 1968 and after 12 months of age (or documented proof of Measles disease by a physician)
- 1 Rubella immunization (not required for girls over age 10; evidence of prior disease will not be accepted)
- 1 Mumps immunization (recommended but not required)

We must also have on file dates (month and year) for each dose given.

On the second page we have listed the immunizations our records show your child has had. These have either been given by a doctor or by the school in an immunization program. We will try to help you get your child properly immunized. We have noted in the blanks what your child needs to be in compliance. These immunizations must be completed by the beginning of the next school year.

Please make appointments now for physical and dental examinations with your physician and dentist. Be sure to have the proper form that is enclosed. The yellow form will no longer work. Enclosed is the "Certificate of Health" form that must be completed and returned to the school before or on registration day.

SESE Director

School Nurse

Adopted 3/26/80

STANDING ORDERS FOR NURSES ADMINISTERING TO CHILDREN IN SESE PROGRAMS

1. Reasons to send a child home:
 - a. Temperature over 100 with other symptoms of illness.
 - b. Vomiting or diarrhea that causes interference in the classroom.
 - c. Rash accompanied by some of the following: temperature, sore throat, headache, watery eyes, or runny nose.
 - d. Infestation of head lice.

NOTE: 1. Be sure someone is home or parental consent has been given before child is sent or taken home.

2. Be sure accident report form is completed for ALL accidents.
2. Recommendations:
 - a. Insect Bites: Remove stinger if present. Apply paste made of baking soda and water; in case of swelling apply ice bag.
 - b. Animal Bites: Cleanse with soap and water. Rinse with clean running water. If skin is broken notify the proper authorities.
 - c. Burns: Apply cold or ice water until the pain is relieved. If burn is severe, notify parents. May dress with plain vaseline.
 - d. Poison Ivy: Caladryl cream or lotion.
 - e. Cuts and scrapes: Wash with soap and water or cleanse with hydrogen peroxide or first aid cream. Bandaid or bandage. Butterfly and/or pressure dressing if cut is severe.
 - f. Bruises: Ice bag or cold cloths. If skin is broken, treat the same as cuts.
 - g. Splinters: Wash with soap and water, cleanse with alcohol, sterilize needle with alcohol or flame. Apply first aid cream and cover with a bandaid if necessary.
 - h. Toothaches: Swab dipped in first aid toothache medicine or oil of cloves. Recommend to see dentist.
 - i. Foreign body in eye: Flush eye with cool water to remove floating objects. DO NOT remove imbedded objects.
 - j. Do not give medication: If parents wish medication to be given, a child must have a signed consent slip from the parents. No medicine is to be given by an employee of SESE or made available without parental consent. This includes common aspirin.
 - k. All prescription medication is to be kept in a school office in each school under the control of a school employee whether it be the principal, secretary, or school nurse. Students are not to keep medication in their pockets, lockers, etc.
 1. For an upset stomach a gelucil tablet may be given, with proper permission.
 - m. For sore throats, with no fever, a throat losenge may be given, such as Cep-a-col.
 - n. Chemical burns: Flush burned area with lots of cold water. Apply soda paste to burned area.

PROCEDURES - EVIDENCE OF HEAD LICE INFESTATION

If head lice is suspected and an examination by school nurse proves this to be true, following procedures should be followed:

1. Notify principal of building involved.
2. Notify parents of child involved.
3. Examine other children of same family.
4. Infected child is to go home - parents to receive "Head Lice Control" form and be given instructions by nurse concerning control procedures.
5. School officials to strongly suggest parents take child to family physician.
6. Child must be cleared by school nurse or family physician before re-entering school. Students with nits present, regardless of treatment, will not be permitted to return to school until all nits are removed.
7. If child not back in school within one week, school nurse or other school personnel should make a home visit.
8. An attempt should be made by both the school and the family to keep the child up-to-date in regards to missed school lessons.

HEAD LICE CONTROL

If you see tiny white flecks attached to the hair with a sticky material, and they cannot be gotten off unless pulled the full length of the hair--then you're looking at nits or louse eggs. If suspicious objects are flakey and dislodge easily, they may be only dandruff.

INDIVIDUAL TREATMENT:

Infected child (and all other members of the family) should have hair shampooed with a physician-recommended medication. After the shampoo, nits must be pulled out with fingernails or combed out, with a fine-tooth comb, the full length of the hair. Nit removal is essential for successful treatment. In severe or reinfested cases, it is recommended that 1% Malathion be dusted into the hair and allowed to remain 24 hours before shampooing. Brush and comb should be washed after treatment.

HOME CONTROL MEASURES:

Home control measures should be instituted to prevent reinfestation: All clothing and bedding used within 1 month of infestation either should be laundered in hot soapy water or dry cleaned. 1% Malathion should be sprinkled on mattresses and upholstered furniture, particularly on seams and crevices--and left on for 24 hours. Brush and vacuum to complete lice eradication.

ACCIDENT REPORTS

Each teacher will record any accident involving a student from the classroom, no matter how minor. All accident reports are to be submitted to the Administrative Office on the last day of school.

More serious accidents are to be reported to the building principal and to the school nurse. The Director of Special Education is to be notified if emergency treatment may be required. (Refer to "Accident Report" form)

PROCEDURES WHEN CONSIDERING UNAVAILABLE PROGRAMS

In the event that any certified South Eastern Special Education (SESE) personnel learns that a recommendation may be made or is going to be made for a student which may create or will create a class or service within SESE, or within any of the 12 districts served by SESE, which already is not in existence (i.e., swimming for purposes of gross motor improvement, psychotherapy, psychiatric counseling, mental health services, summer school classes, another level of TMH, autistic, severe/profound, B.D., blind, deaf, half time or full time L.D., or any other handicapping condition covered under Article 14 of the School Code of Illinois), that certified staff member shall, before discussing the proposed recommendation with the parent(s) or guardian(s), immediately notify the Director of Special Education. The Director and other appropriate administrative personnel and the certified staff member(s) shall then discuss the recommendation. A staffing with the parent(s) or guardian(s) will take place only after the above procedure has been followed.

The above guidelines will necessitate SESE psychologists postponing until a later date staffings which have been scheduled the same day following an evaluation. Either the psychologist or other appropriate school personnel may notify the parent(s) or guardian(s) concerning the postponement, and tell them they will be notified concerning the new staffing date.

CONTENTS

Director	5.01
94-142 Project Coordinator/Administrative Assistant	5.02
Supervising Psychologist	5.03
Psychologists	5.04
Social Worker	5.05
Pre-Vocational Coordinator	5.06
Physical Therapist	5.07
Teachers	5.08
Teacher Aide	5.09
Secretaries	5.10
Bookkeeper	5.11

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

5.01

TITLE: Director of Special Education

QUALIFICATIONS: Illinois Approval as Director of Special Education

TERMS OF EMPLOYMENT: 12 months

REPORTS TO: SESE Council

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of administrative personnel.

POSITION GOAL: Provide sound educational programs and services for exceptional children as mandated by state and federal legislation and as SESE's member districts demand and/or require

POSITION RESPONSIBILITIES:

1. Attend meetings of the SESE Council and Executive Committee.
2. Provide necessary information reports to the Council.
3. Ensure that state and federal guidelines are followed.
4. Be responsible and supervise all aspects of state and federal funding.
5. Direct preparation of the annual budget.
6. Approve all purchases made by South Eastern Special Education.
7. Recommend such policies as necessary to maintain a quality special education program, and as necessary in order to comply with state and federal guidelines.
8. Recruit and recommend employment of all personnel. Assist superintendents upon request in recruiting personnel.
9. Evaluate staff and make recommendations to Executive Committee.
10. Have responsibility for the placement of eligible SESE pupils after staffings.
11. Be responsible for the coordination policy of staffing and staffing procedures to determine eligibility and noneligibility for special class placement.
12. Evaluate program needs in order to establish needed classes.

13. Establish procedures for referral, evaluation and assignment and reappraisal of students.
14. Establish record keeping and handling procedures for all confidential records.
15. Conduct surveys and screenings to identify exceptional children.
16. Supervise curriculum evaluation and revision procedures.
17. Conduct staff meetings as needed.
18. Plan inservice meetings and workshops.
19. Act as consultant to districts regarding special education.
20. Visit classrooms regularly.
21. Supervise staff activities.
22. Attend staffings.
23. Maintain liaison with appropriate outside agencies.
24. Maintain a public relations program.
25. Perform other duties as may be assigned by the SESE Council and Executive Committee.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: 94-142 Coordinator/Administrative Assistant

QUALIFICATIONS: Possess appropriate Administrative certificate

TERMS OF
EMPLOYMENT: 12 months

REPORTS TO: SESE Director

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of personnel.

POSITION GOAL: Assist in development and improvement of special education programs and services at the local and joint agreement levels by successfully pursuing and obtaining categorical and other funds from State and Federal sources.

POSITION
RESPONSIBILITIES:

1. Conduct needs assessments for SESE and local districts relative to P.L. 94-142, Preschool and P.L. 89-313 programs/services.
2. Prepare budgets relating to federal funds.
3. Prepare applications, evaluations and necessary amendments relating to P.L. 94-142, Preschool Incentive and P.L. 89-313.
4. Establish and monitor financial accounting procedures for federal funds.
5. Conduct and verify the Funding and Child Tracking System (FACTS) for generating state and local funds.
6. Prepare other grant applications relating to handicapped programs.
7. Direct the filing and final claiming of extraordinary services reimbursements under 14-7.02, 14-7.02a and 14-7.03 of the School Code.
8. Coordinate inservice activities and workshops and direct service committee meetings.
9. Direct mandated public awareness and inservice activities.
10. Provide technical assistance to teachers in local districts and SESE regarding IEP's and compliance with state and federal regulations.

11. Provide assistance to district superintendents and other administrative personnel regarding federal and state regulations.
12. Assist the Director to develop policy manuals, handbooks, teacher evaluations and other instruments relative to effective administration.
13. Act in the absence of the Director concerning the administration and supervision of programs and personnel within the cooperative.
14. Assist the Director with ongoing program supervision activities.
15. Perform other duties as may be assigned from time to time by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: Supervising Psychologist

QUALIFICATION: As set by state certification authorities
three years experience as a school psychologist

**TERMS OF
EMPLOYMENT:** 11 months

REPORTS TO: Director

SUPERVISES: Psychologists

EVALUATION: Performance of this job will be evaluated
annually in accordance with the provisions
of SESE's policy on evaluation of personnel.

POSITION

GOAL: Coordinate activities of SESE psychologists, and
help all students realize their potential and
obtain maximum benefit from their educational
experiences through counseling and other direct
services as well as through evaluation, con-
sultation and indirect services to parents
and teachers.

PERFORMANCE RESPONSIBILITIES:

1. Serve as consultant to the director on all matters pertaining to school psychology.
2. Oversee overall delivery of psychological services.
3. Advise psychological staff.
4. Provide orientation to new psychologists.
5. Convey Director's requests and requirements to psychologists.
6. Meet with the Director the first working Monday of each month to provide updated reports pertaining psychological services.
7. Assign evaluations to psychologists.
8. Determine priorities for cases awaiting service.
9. Complete psychological evaluations within time lines set by state and federal guidelines.

10. Devise suitable forms and record-keeping procedures and revise as required.
11. Allocate available staff time equitably and efficiently among member districts.
12. Represent psychologists' combined interests to Director.
13. Maintain high standards of professional ethics and professional integrity among psychologists.
14. Arbitrate professional disagreements which might arise among psychologists.
15. Maintain quality and respond to questions of quality and appropriateness of psychological services.
16. Participate in disposition of extraordinarily difficult or unusually complex cases.
17. Supervise internship of school psychologists.
18. Act as consultant to member districts on matters relating to pupil personnel services.
19. Coordinate district-wide projects as assigned by the director (i.e. preschool screening, annual staffings).
20. Screen school enrollments to identify children who should be referred for individual study.
21. Participate in evaluation proceedings involving school psychologists.
22. Complete minimum of 140 psychological evaluations during 11 month contractual period (i.e. if equivalent of one day per week is spent counseling, four-fifths of 140 evaluations (112) shall be required.
23. Visit SESE classrooms on a regular basis as assigned by the Director.
24. Make referrals to outside agencies when appropriate.
25. Perform individual psychological evaluations, interpret findings and makes meaningful recommendations.
26. Provide counseling services, especially to B.D. students.
27. Act as consultant in program development and school mental health matters.
28. Consult with teachers and other school personnel in relation to behavior management and learning problems.

29. Participate in educating parents and in developing parent understanding.
30. Help districts with case study evaluations when appropriate.
31. Participate in staffings.
32. Keep abreast of new developments in the field.
33. Perform other duties as may be assigned from time to time by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

5.04

TITLE: Psychologist

QUALIFICATIONS: As set by State Certification Authorities

TERMS OF
EMPLOYMENT: 11 months

REPORTS TO: Director and Supervising Psychologist

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of personnel.

POSITION

GOAL: Help all students realize their potential and obtain maximum benefit from their educational experiences through counseling and other direct services as well as through evaluation, consultation and indirect services to parents and teachers.

POSITION RESPONSIBILITIES:

1. Complete minimum of 140 psychological evaluations during 11 month contractual period (i.e., if equivalent of one day per week is spent counseling, four-fifths of 140 evaluations (112) shall be required.
2. Complete psychological evaluations within time lines set by state and federal guidelines.
3. Attend staffings.
4. Help districts with case study evaluations when appropriate.
5. Screen school enrollments to identify children who should be referred for individual study.
6. Perform individual psychological evaluations, interpret findings and makes meaningful recommendations.
7. Counsel and perform appropriate psychological remedial measures, individually or in groups.
8. Participate in educating parents and in developing parent understanding.
9. Visit SESE classrooms on a regular basis as assigned by the Director.

10. Consult with teachers and other school personnel in relation to behavior management and learning problems.
11. Act as consultant in program development and school mental health matters.
12. Make referral to outside agencies when appropriate.
13. Keep abreast of new developments in the field.
14. Perform other duties as may be assigned from time to time by the Director or Supervising Psychologist.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: School Social Worker

QUALIFICATIONS: As set by state certification authorities

TERMS OF EMPLOYMENT: 11 months

REPORTS TO: SESE Director

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE policy on evaluation of personnel

POSITION GOALS: Help students resolve personal, emotional and social problems which interfere with functioning and achievement in school

POSITION RESPONSIBILITIES:

1. Perform individual casework with students.
2. Work with groups of students, or with individual students, in a group setting when it is felt that the influence of group interaction may bring about positive change.
3. Work with parents, individually or in groups, as a liason between the home and school or as an agent for change in the home situation where it may bring about improvement in the school problems.
4. Consult with school personnel regarding individual children or groups of children.
5. Provide appropriate components of case study evaluation and attend such meetings as are necessary to determine eligibility and placement.
6. Maintain regular contact with building principals to inform them of progress made by students receiving school social work services.
7. Assist in the identification and solution of school problems.
8. Act as a liason between school and community agencies.
9. Assist students and their parents and families in utilizing the services of community agencies.
10. Initiate referrals of children to other agencies as appropriate.
11. Participate in the development of services needed in the community.

12. Maintain necessary case records.
13. Perform other duties as may be assigned by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: Pre-Vocational Coordinator

QUALIFICATIONS: As set by state certification authorities

**TERMS OF
EMPLOYMENT:** 11 months

REPORT TO: Director

SUPERVISES: Secondary Work Experience Students

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE policy on evaluation of personnel.

POSITION

GOAL: Prepare handicapped students for gainful employment which will make them economically self-sufficient, socially acceptable and a useful member of their community.

POSITION RESPONSIBILITIES:

1. Establish and coordinate pre-vocational adjustment on-campus training stations.
2. Secure community work stations and job sites suitable to students' abilities and disabilities.
3. Act as official liason between the Department of Vocational-Technical Education, Special Education, Department of Rehabilitation Services, U. S. Department of Labor and the State of Illinois Labor Department.
4. Maintain a liason between the school, community, local and state agencies.
5. Prepare necessary information for admission into the program.
6. Assist in preparation of all financial reports and vouchers for the Department of Vocational and Technical Education and the Department of Rehabilitation Services.
7. Prepare an annual report before the close of the school year.
8. Determine, with the assistance of the classroom teacher, school counselor, and other designated authority personnel, students to be placed in the work experience program.

9. Inform the Department of Rehabilitation Services counselor of the beginning and ending dates of individual training plans and any major change in the work experience program.
10. Provide Department of Rehabilitation Services with information required so each student participating in SWEF may become DORS clients.
11. Counsel pupils, parents and employers on problems pertaining to the work experience program.
12. Recommend and monitor SWEF students' participation in a sheltered workshop environment.
13. Evaluate job skills and vocational adjustment of students while in a realistic working situation.
14. Provide satisfying and successful vocational adjustment of students while in a realistic working situation.
15. Expose students to realistic situations while under supervision of program personnel.
16. Relate the education and training of students to employment requirements.
17. Assign letter grades earned by each SWEF student on a quarterly basis resulting in credits earned toward SWEF students' graduation.
18. Make students realistically aware of the kinds of jobs they can perform.
19. Develop wholesome habits and attitudes necessary for job success.
20. Counsel with students on individual problems affecting job training.
21. Counsel with employers on individual problems affecting job training.
22. Meet with special education teachers to help develop and improve the pre-vocational curriculum for special education students.
23. Prepare sub-minimum wage certificates for SWEF students from the Federal and State Labor Departments.
24. Take initiative in securing or recommending additional services to meet specific needs of handicapped pupils.

25. Ensure that students get proper reimbursement for the work they have done.
26. Perform other duties as may be assigned by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: Physical Therapist

QUALIFICATIONS: 1. As set by State certification authorities

TERMS OF EMPLOYMENT: 12 Months

REPORTS TO: SESE Director

EVALUATES: Performance of this job will be evaluated annually in accordance with the provisions of SESE policy on evaluation of personnel.

POSITION GOAL: Enhance educational and developmental potential of physical and developmentally handicapped students.

POSITION RESPONSIBILITIES:

1. Accept and review referrals for physical therapy from special education coordinators in SESE districts to determine eligibility for physical therapy services.
2. Obtain a PT prescription from a licensed medical doctor and parental consent annually for each child.
3. Assess physical abilities of the child in relation to his/her disability and educational setting.
4. Develop an individualized program (I.E.P. of therapy for each child.
5. Collaborate with parents, classroom teachers and other school staff members to provide activities for the home and classroom that will assist the child in attaining set goals.
6. Review eligibility of each student annually with parents and other staff members.
7. Maintain documentation of student progress.
8. Participate in multidisciplinary staffings of all students receiving physical therapy or recently deemed eligible.
9. Develop and manage a therapy schedule.
10. Serve as a resource to school staff in the development of a balanced program for the physically handicapped child.

11. Assist and guide teachers in observing, describing, and referring suspected and identified physically handicapped children.
12. Assist in proper referrals of individuals to agencies and specialists in the community.
13. Work with parents and agencies in providing complete care for a child.
14. Serve as consultant to SESE on topics concerning the physically and/or multiply handicapped child.
15. Maintain list of referred, screened, and eligible students, as well as a directory of outside agencies, consultants, specialists and related services.
16. Assume responsibility for requisitioning and maintaining needed equipment and supplies.
17. Perform other duties as may be assigned by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: Teacher

QUALIFICATIONS: As set by state certification authorities

TERMS OF EMPLOYMENT: 9 months

REPORTS TO: Director

SUPERVISES: Teacher aides

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of personnel

POSITION GOAL: Help students learn subject matter and/or skills which will contribute to the fulfillment of their potential for intellectual, emotional and psychological growth and maturation

POSITION RESPONSIBILITIES:

1. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guide the learning process toward the achievement of curriculum goals and--in harmony with the goals--establish clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
4. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assess accomplishments of students on a regular basis and provide progress reports as required.
6. Assess learning problems of students on a regular basis, seeking the assistance of SESE specialists as required.
7. Counsel with colleagues, students and/or parents on a regular basis.
8. Assist the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.

9. Plan and supervise purposeful assignments for teacher aides, and, in cooperation with the Director, evaluate their job performance.
10. Meet and instruct assigned class in the locations and at the times designated.
11. Prepare for assigned class, and show written evidence of preparation upon request of Director.
12. Strive to implement by instruction and action SESE's philosophy of education and instructional goals and objectives.
13. Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
14. Cooperate with other members of the staff in planning instructional goals, objectives and methods.
15. Assist in the selection of books, equipment and other instructional materials.
16. Establish and maintain cooperative relations with others.
17. Provide for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
18. Attend staff meetings and serve on staff committees as required.
19. Perform other duties as may be assigned from time to time by the Director.

**JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION**

TITLE: Teacher's Aide

QUALIFICATIONS: 1. Two years of college
2. Demonstrated aptitude for the work involved

TERMS OF EMPLOYMENT: 9 months

REPORTS TO: Teacher

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE policy on evaluation of personnel

POSITION GOAL: Provide a well-organized, smoothly-functioning class environment in which students can take full advantage of the instructional program and available resource materials

POSITION RESPONSIBILITIES:

1. Assist individual children in need of special attention.
2. Assist with reading and storytelling.
3. Prepare class displays and bulletin boards.
4. Assist teacher in supervising playground and gymnasium.
5. Perform teaching duties, under supervision of certified teacher.
6. Work with reading groups.
7. Prepare classroom activities.
8. Perform clerical duties.
9. Assist in drill work.
10. Participate in in-service training programs.
11. Perform other duties as may be assigned from time to time by the teacher or the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

TITLE: Secretary

QUALIFICATIONS:

1. High school diploma
2. Experience and proficiency in secretarial skills
3. Knowledge of proper procedures connected with office duties and experience in the operation of office machines
4. Adequate knowledge and skills in answering the telephone, typing and bookkeeping

TERMS OF EMPLOYMENT: 11 months

REPORTS TO: 94-142 Project Coordinator

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of personnel

POSITION GOAL: Assist the Coordinator and office staff in handling paperwork and such other duties that will allow them to devote a maximum amount of time to the problems of education and educational administration

POSITION RESPONSIBILITIES:

1. Perform typing duties associated with daily operation of federal and state projects.
2. Maintain financial accounting for federal programs operated by the cooperative.
3. Assist with collation of evaluative data from child counts.
4. Assist with maintenance of records and documentation of activities conducted by federal and state projects.
5. Prepare inservice materials produced by the special education district.
6. Assist the coordinator with collecting needs assessments relative to inservice.
7. Perform other duties as may be assigned from time to time by the Director.

JOB DESCRIPTION
SOUTH EASTERN SPECIAL EDUCATION

5.11

TITLE: Bookkeeper

QUALIFICATIONS:

1. High School diploma
2. Experience and proficiency in bookkeeping skills
3. Knowledge of proper procedures connected with office duties and experience in the operation of office machines
4. Properly bonded

TERMS OF EMPLOYMENT: 12 months (one-half time)

REPORTS TO: Director

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of SESE's policy on evaluation of personnel

POSITION GOAL: Assist the Director in handling bookkeeping duties and related paperwork and such other duties that will allow him to devote a maximum amount of time to the problems of education and educational administration

POSITION RESPONSIBILITIES:

1. Perform bookkeeping duties.
2. Write payroll.
3. Prepare W-2's, teacher retirement report, unemployment reports quarterly, IMRF and FICA reports.
4. Prepare tax shelter annuities.
5. Pay all bills by voucher checks.
6. Keep all monies closely invested.
7. Prepare 94-142 and Pre-School Incentive quarterly reports.
8. Maintain health and life insurance records for employees.
9. Print monthly bill list and monthly financial report for the Board of Directors.
10. Prepare yearly report for newspaper publication.
11. Perform other duties as may be assigned from time to time by the Director.

CONTENTS

<u>Subject</u>	<u>Entry No.</u>
Annual Public Notification of Screening	6.01
Screening	6.02
Appropriateness of Referral	6.03
Parental Consent for Case Study Evaluation	6.04
Parental Notification of Meetings	6.05
I.E.P. Meeting	6.06
Parental Appeal	6.07
Annual Review	6.08
Reevaluation	6.09

ANNUAL PUBLIC NOTIFICATION OF SCREENING

Each local school district is required to actively seek out and identify all exceptional children in the district, ages 3-21. Each local school district is required to notify all residents within the district of the special education programs and of the rights of exceptional children.

SCREENING

Screening is "the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education." The screening process may utilize formal screening instruments, informal observation, or a combination of both. Screening procedures shall include but not be limited to: annual screening by teachers and other professional personnel, for referral of those children who exhibit problems which interfere with their educational progress and/or their adjustment to the educational setting; an annual screening of children between the ages of 3 and 5, to identify those who may need special education; hearing and vision screening at regular intervals during the child's school career; speech and language screening of each child upon initial enrollment in a public school district in Illinois.

APPROPRIATENESS OF REFERRAL

The local school district determines the appropriateness of the referral for a case study evaluation. This determination may require further observation, instructional assessment, consultation with the referring agent, consultation with the individual's teacher, and/or a conference with the child. After examination of all pertinent information, the school may either recommend that: 1) a case study evaluation be conducted, 2) a case study evaluation not be conducted and the reasons for the decision, or 3) service from professionals outside the educational domain be provided. The referring agent, if other than the parent, must be notified of the school district's decision.

PARENTAL CONSENT FOR CASE STUDY EVALUATION

Written parental consent must be obtained before a case study evaluation can take place. If the parents do not consent to the case study evaluation, and the objection is not resolved by a conference with the parents, the school district may request an impartial due process hearing to decide whether or not a case study evaluation should take place.

PARENTAL NOTIFICATION OF MEETING(S)

State Rules and Regulations state that: "Parents of an exceptional child must be notified of the meeting to develop, review, and revise an exceptional child's IEP. The local school district must take steps to insure that the parents of an exceptional child are present at each meeting or are afforded the opportunity to participate, including:

- a. Notifying the parents of the meeting early enough to insure that they will have an opportunity to attend; and
- b. Scheduling the meeting at a mutually agreed on time and place.
- c. The notice must indicate the purpose, time, and location of the meeting, and who will be in attendance."

(1) If nether parent can attend, the local district shall us other methods to insure parent participation, including individual or conference telephone calls.

(2) A meeting may be conducted without a parent in attendance if the local district is unable to convince the parents that they should attend. In this case the local school district must have a record of its attempts to arrange a mutually agreed on time and place such as:

- a. Detailed records of telephone calls made or attempted and the results of those calls.
- b. Copies of correspondence sent to the parents any any responses received, and
- c. Detailed records of visits made at the parents' home or place of employment and the results of those visits."

IEP MEETING

If the initial multidisciplinary conference is held for the sole purpose of formulating a placement recommendation, an additional meeting(s) must be held for the purpose of developing the child's IEP. "Each local district must be responsible for initiating and conducting one or more meetings for the purpose of developing, reviewing, and revising the IEP. The meeting at which an exceptional child's IEP is developed must be held within thirty (30) calendar days of a determination that the child needs special education and related services."

PARENTAL APPEAL

"If the parents object to the proposed placement within ten (10) calendar days of their receipt of notification of the proposed placement, they shall contact the local district, indicating their objection. The district shall then arrange a conference with the parents in an attempt to resolve the disagreement on placement. If the parents continue to object, they may appeal the proposed placement by requesting an impartial due process hearing. That request shall be made in writing to the superintendent of the local school district.

1. Receipt of a request for an impartial due process hearing shall cause the district to postpone its proposed placement of the child until the matter is resolved.
2. The child shall remain in his or her current educational placement, unless a mutual agreement is reached between the parents and local school district, until the placement issue is resolved.
3. If the child is receiving no educational service and the parents are seeking initial placement in a public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings."

ANNUAL REVIEW

"In addition to initial placement conferences and/or IEP meetings, the educational status and continued special education placement of each child shall be reviewed at least annually in a conference attended by those professional persons working with the student, the parents, the child where appropriate, the special education director or designee who is qualified to supervise the provision of special education, and other individuals at the discretion of the parent or local district."

REEVALUATION EVERY THREE YEARS

"A reevaluation of the child shall be conducted every three years or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation." Parental consent must be obtained before the reevaluation is initiated.

FORMS

Psychological Services Referral

Health History and Social Information

Reevaluation Referral

Social Services

Case Study Evaluation

Case Study Conference Report

Physical Therapy Prescription

Physical Therapy Consent

Speech/Language Therapy Consent

Individualized Evaluational Program

Instructional Goals

Weekly Work Schedule

Consent for Special Education Placement

Class List

Class List Change

Telephone Call Report

Receipt of Confidential Materials

Consent for Release of Information

Case Activity Summary

DORS Work Site Form

Work Experience Progress Report

Pre-Vocational Transportation Approval

DORS Billing Form

Pre-Vocational Monthly Payroll Report

DORS Program Service Budget

Purchase Requisition

Emergency Information

Accident Report

Notice of Suspension

Field Trip Permission

Request to Attend Professional Meeting

Parent Notification of Student Fees

Flexitime Schedule

Parent Notification of Incomplete Immunization

SOUTH EASTERN SPECIAL EDUCATION
P.O. Box 185, Ste. Marie, IL 62459
Telephone 455-3396

REFERRAL INFORMATION FOR PSYCHOLOGICAL SERVICES

Each of the sections on this form is important to the school psychologist in his attempt to understand and help the student. Please fill out each section completely. This information is solely for the use of the school psychologist and completion of the referral form does not constitute compliance with section 9.09.3 of the Rules and Regulations to Govern the Administration and Operation of Special Education.

Name: _____ Grade: _____ School: _____ Home District: _____

Birthdate: _____ Sex: _____ Teacher: _____

Name of father (stepfather, foster): _____

Name of mother (stepmother, foster): _____

Address: _____ City: _____ Phone: _____

TEACHER: Why specifically are you referring this child? What information and/or services do you expect the psychologist to provide?

Describe the student's present functioning. Please provide information relative to both academic and social/behavioral functioning--even if a problem exists in only one of these areas.

Academic:

Social/Behavioral:

Date Referral Submitted

Signature of Sp. Ed. Coordinator

Put a mark in front of the statements that are applicable to this child:

- | | |
|---|---|
| <input type="checkbox"/> Doesn't complete assignments | <input type="checkbox"/> Cries easily or often |
| <input type="checkbox"/> Does well one-to-one, but not in a group | <input type="checkbox"/> Fearful of new persons or situations |
| <input type="checkbox"/> Doesn't follow directions | <input type="checkbox"/> Worries more than others |
| <input type="checkbox"/> Poor memory | <input type="checkbox"/> Easily frustrated, gives up too soon |
| <input type="checkbox"/> Poor handwriting | <input type="checkbox"/> Lets self be pushed around |
| <input type="checkbox"/> Poor vocabulary | <input type="checkbox"/> Poor peer relationships |
| <input type="checkbox"/> Can't write a simple sentence | <input type="checkbox"/> Clumsy, awkward |
| <input type="checkbox"/> Trouble sounding out new words | <input type="checkbox"/> Rotates or rocks his body |
| <input type="checkbox"/> Difficulty with number words | <input type="checkbox"/> Childish, immature |
| <input type="checkbox"/> Problems expressing ideas | <input type="checkbox"/> Doesn't follow rules |
| <input type="checkbox"/> Many comments unrelated to topic | <input type="checkbox"/> Disruptive |
| <input type="checkbox"/> Irresponsible | <input type="checkbox"/> Distractible |
| <input type="checkbox"/> Open, friendly approach to others | <input type="checkbox"/> Destructive |
| <input type="checkbox"/> Liked by others | <input type="checkbox"/> Often rude |
| <input type="checkbox"/> Doesn't hold a grudge | <input type="checkbox"/> Denies responsibility for own actions |
| <input type="checkbox"/> Likes school | <input type="checkbox"/> Doesn't consider consequences of actions |
| <input type="checkbox"/> Gets upset, but gets over it quickly | <input type="checkbox"/> Doesn't respond to punishment |
| <input type="checkbox"/> Appears physically lethargic | <input type="checkbox"/> Has a "don't care" attitude |
| <input type="checkbox"/> Daydreams, seems preoccupied | <input type="checkbox"/> Takes things that don't belong to him |
| <input type="checkbox"/> Sulks | <input type="checkbox"/> Has to be first |
| <input type="checkbox"/> Mutters to himself as he works | <input type="checkbox"/> Plays the class clown |
| <input type="checkbox"/> Gets lost in details | <input type="checkbox"/> Lies or tells untrue stories |
| <input type="checkbox"/> Disorganized-often late, loses things | <input type="checkbox"/> "Squirmy" |
| <input type="checkbox"/> Appears basically unhappy | <input type="checkbox"/> Bullies others |
| <input type="checkbox"/> Feelings easily hurt | <input type="checkbox"/> Boasts and brags |
| <input type="checkbox"/> Shy, withdrawn | <input type="checkbox"/> Other _____ |

In reverse chronological order (starting with the latest and working backward) show the student's grades. Explain any marked changes in grades.

Grade	Date	Rdg.	Arith.	Splg.	Lang.	Soc. St.	Sci.	Writing	Art	P.E.

STANDARDIZED INTELLIGENCE TESTS (Group and Individual)

Date Given	Name and Form of Test	C.A.	M.A.	Verbal I.Q.	Non-verbal I.Q.	Total I.Q.	Admin. by (title)

STANDARDIZED ACHIEVEMENT TESTS (Group and Individual)

Date Given	Name and Form of Test	Grade Equivalent or Percentile				Admin. by (title)
		Rdg.	Lang.	Arith.	Splg.	

Teacher's estimate of current school achievement. Give approximate grade level or use the following code: ++ well above grade level; + slightly above grade level; 0 at grade level; - slightly below grade level; -- well below grade level.

Word Recognition	Reading Comprehension	Arith.	Spelling	Lang.	Soc. St.	Science	Wrtg.	Art	P.E.

Did this student attend a preschool program? _____ Where? _____

Other schools attended _____ Dates _____

Grades repeated _____ Attendance: Regular _____ Irregular _____

Note any special abilities or disabilities of this student: _____

List steps already taken to help alleviate the problem. Were these successful? _____

School personnel who are working (or have worked) with this student:

Social Worker or Counselor

Speech Therapist

Remedial Reading Teacher

Other

Date Referral Submitted

Signature of Sp. Ed. Coordinator

Reports from personnel involved with this student:

Principal: _____

Speech Therapist: _____

Special Teacher: _____

Counselor or Social Worker: _____

Other: _____

Describe your relationship with the parents and their apparent attitude toward the child at the school:

Additional information that will help the psychologist understand this student and his problems:

Signature of Teacher: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Coordinator: _____ Date: _____

SOUTH EASTERN SPECIAL EDUCATION
P.O. Box 185, Ste. Marie, IL 62459
Telephone 455-3396

HEALTH HISTORY AND SOCIAL INFORMATION

Please fill out each section as completely as possible. The questions are meant to be a guide to the interview--not to limit the amount of information reported. If you come across something that appears to be significant, don't hesitate to question further. Remember--the school psychologist is not familiar with the student or the family and is thus dependent upon you to obtain and report complete information.

Name: _____ DOB: _____ District: _____

I. BIRTH HISTORY:

Unusual health problems during pregnancy: _____

Medications taken by mother during pregnancy: _____

Diseases contracted by mother during pregnancy: _____

Falls or accidents during pregnancy: _____

Mother's age at birth of this child: _____. How did this delivery compare with other? _____

Full Term _____ Premature _____ Birth Weight _____

Normal Delivery _____ Breech Birth _____ Caesarian _____

Length of labor, anesthesia used, instruments used, etc. _____

Pupil's condition at birth: _____

Was color good? _____. Did he breathe easily? _____

Injuries at birth: _____

Medical attention during first month of life: _____

II. DEVELOPMENTAL HISTORY:

Age sat up: _____. Age sat alone: _____. Age stood alone: _____

Age of walking: _____. Age of talking: _____. Age talked words: _____

Age said sentences: _____ How is child's speech? _____

Is speech similar to that of others in family? _____

Date Referral Submitted _____

Signature of Sp. Ed. Coordinator _____

Age weaned: _____. Feeding problems: _____ Undernourished: _____

Age bowel training began: _____. Age when trained: _____

Age when dry day and night: _____. Has the child returned to wetting or soiling at any time? Explain: _____

III. HEALTH HISTORY:

Health and/or sensory problems of family members: _____

Past illnesses and ages at which they occurred: _____

Explain high fevers: _____

Has the child had a convulsion? _____ Explain: _____

Has the child ever been referred to a specialist? _____ What kind? _____

Name and address: _____

What were the parents told? _____

Lengths and dates of hospitalizations: _____

Surgical procedures: _____

Serious accidents and dates of occurrence: _____

Has the child ever been unconscious? _____ Explain: _____

PRESENT HEALTH:

Does the child have any of the following symptoms more often than most children?

- | | | |
|---|--|---|
| <input type="checkbox"/> Indigestion | <input type="checkbox"/> Asthma | <input type="checkbox"/> "Nervous spells" |
| <input type="checkbox"/> Constipation | <input type="checkbox"/> Colds | <input type="checkbox"/> Vomits food |
| <input type="checkbox"/> Diarrhea | <input type="checkbox"/> Hay Fever | <input type="checkbox"/> Dizzy spells |
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Sinus trouble | <input type="checkbox"/> Ear infections |
| <input type="checkbox"/> Runs a fever | <input type="checkbox"/> Headaches | <input type="checkbox"/> Aches and pains |
| <input type="checkbox"/> Seems overtired | <input type="checkbox"/> Nightmares | <input type="checkbox"/> Lacking in pep |
| <input type="checkbox"/> Eyestrain or difficulty seeing | <input type="checkbox"/> Perspires in cold weather | <input type="checkbox"/> _____ |

Present physical complaints: _____

Name and dosage of medication: _____

Date of last physical exam: _____. Comments or recommendations by the physician: _____

Date of vision screening: _____. Findings: _____

Have glasses been prescribed? _____. Are they worn? _____

Visual acuity with glasses: _____

Date of hearing screening: _____. Findings: _____

On school nights the child goes to bed at: _____ Rises at: _____

SOCIAL INFORMATION:

Parents name	Age	Grade Completed	Occupation	Working hours

Others in the home:

Name and relationship	Age	Grade or occupation

Has this child ever been separated from the family for more than two weeks? _____

When? _____ Why? _____

Have the parents ever separated during the child's lifetime? _____ When? _____

Now separated? _____. Divorced? _____ With whom does child live? _____

Describe academic, social, or behavioral difficulties shown by siblings: _____

List other agencies that are, or have been, working with the child and/or the family:

Any other comments or observations that will give the psychologist a better understanding of this child and his/her family:

Informant: _____ Interviewer: _____

Relationship to child: _____ Date of interview: _____



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BOX 185

STE. MARIE, ILLINOIS 62459

GENE STRAIN, DIRECTOR

South Eastern Special Education

PHONE 618 455-3396

REFERRAL FOR RE-EVALUATION

Name _____ Grade _____ School _____ Home Dist. _____

Birthdate _____ Sex _____ Teacher(s) _____

Father (Step, Foster) _____ Employment _____

Mother (Step, Foster) _____ Employment _____

Separated (date) _____ Divorced (date) _____ Parent deceased (date) _____

Mailing Address _____ Phone _____

Latest Psychological Evaluation (date) _____ Latest Staff Conference (date) _____

Eligibility _____

Why specifically are you referring this child for re-evaluation? What information and/or services do you expect the school psychologist to provide? _____

Major problems at the time of the previous evaluation: _____

Major problems and/or areas of concern at present: _____

Date Referral Submitted

Signature of Sp. Ed. Coordinator

Please provide information relative to present achievement levels, special abilities or disabilities, social skills, work habits, parent relationships, etc.

READING: Teacher _____ Achievement level _____

SPELLING/LANGUAGE: Teacher _____ Achievement level _____

MATH: Teacher _____ Achievement level _____

SOCIAL STUDIES/SCIENCE: Teacher _____ Achievement level _____

SUBJECT: _____ Teacher _____ Achievement level _____

Student's attitude toward school: _____

Social relationships; sports, away from school activities, etc.: _____

Describe relationship between school personnel and parents: _____

Special services provided by the school: _____

Agencies/workers other than school personnel involved with the child or the family (attach reports) _____

Attendance: Regular _____ Irregular _____ Tardy _____ Grades repeated _____

Special Education Services: Teacher(s) _____

Date services began: _____ Type(s): _____

Present schedule for special education services: _____

Major special education problems: _____

Your goals for this student: _____

Techniques found useful. Which were ineffective? _____

In your opinion, is the child's enrollment in your program appropriate? _____

TO BE COMPLETED BY THE SCHOOL NURSE:

Name _____ Grade _____ School _____ Teacher _____

HEALTH INFORMATION:

	Date of Examination	Test Findings	Examiner
VISION	_____	R _____ L _____	_____
HEARING	_____	R _____ L _____	_____

Wears glasses: YES _____ NO _____ Visual Acuity with glasses _____

Wears hearing aid: YES _____ NO _____

RECOMMENDATIONS AND COMMENTS:

What health recommendations previously made were carried out? Results? _____

What recommendations were not carried out? Why not? _____

Describe any special medical attention, medication, hospitalization and/or accidents at last examination:

Describe current health and/or physical conditions: _____

School Nurse

Principal

Special Education Coordinator

SOUTH EASTERN SPECIAL EDUCATION DISTRICT
Box 185 Ste. Marie, Illinois 62459

Phone: 455-3396

REFERRAL FOR SOCIAL SERVICES

STRICTLY CONFIDENTIAL

FOR QUALIFIED PERSONNEL ONLY

Name _____ Phone _____

Address _____

Birthdate _____ Age _____ Sex _____

Home District _____ School/Class _____

Teacher _____ Attendance: Reg. _____ Irreg. _____

Father (Step, Foster) _____ Where Employed _____

Mother (Step, Foster) _____ Where Employed _____

Marital Status of Parents _____

Other Children in Family (and ages) _____

Other Agencies Involved with Family (List) _____

State Specific Concerns _____

Statement of goal you would like achieved _____

Please indicate if written parental consent for social services has been obtained.

YES

☐

NO

☐

Signature of Teacher Preparing Report

Signature of Principal

Date Referral Submitted

Signature of Sp. Ed. Coordinator

CASE STUDY EVALUATION

Date Referral Initiated _____

Date of 60 _____

(Begins 60 School Day Limit) _____ School Day Limit _____

Parental consent for evaluation obtained: Yes _____ No _____

Who initiated this referral? _____

I. Student Name _____ Date of Birth _____

Parents _____ Home Phone _____

Home Address _____

School _____ Principal _____

Teacher (s) _____

II. Describe child's problem(s): (Be as specific as possible -- Use back of form if necessary)

III. Language student uses: _____ How does child communicate? _____
(Eng., Span., etc.) (verbally, sign language, etc.)

Cultural background _____
(ethnic group, race, socio-economic level, etc.)

IV. Components of Case Study Completed: (Please send documentation)

Date Completed

By Whom Completed

_____ Interview with child	_____
_____ Consultation with parents	_____
_____ Social Developmental study	_____
_____ Medical history/current health status	_____
_____ Vision screening	_____
_____ Hearing Screening	_____
_____ Review of academic history, current functioning, and educational achievement	_____
_____ Evaluation of child's learning processes	_____
_____ Assessment of learning environment (including classroom observation)	_____
_____ Speech and language evaluation	_____
_____ Psychological evaluation	_____
_____ Other (describe)	_____

V. Services requested from SESE

_____ Psychological evaluation	_____ Visually Impaired Evaluation
_____ Audiological evaluation	_____ Physical Therapy Assessment
_____ Social developmental study	_____ Other (specify) _____
_____ Hearing Impaired Evaluation	_____

Coordinators are to send a copy of this form as soon as possible. Also, forward completed forms as required for services requested to SOUTH EASTERN SPECIAL EDUCATION.

Coordinator _____ Date _____



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BOX 185

STE. MARIE, ILLINOIS 62459

GENE STRAIN, DIRECTOR

South Eastern Special Education

PHONE 618 455-3396

PHYSICAL THERAPY PRESCRIPTION

NAME: _____

ADDRESS: _____

PARENTS: _____

DISTRICT: _____

BIRTHDATE: _____

DATE: _____

PHONE: _____

SCHOOL TERM: _____

A program including the areas checked below is recommended for _____.
Please make any corrections and/or additions as indicated below.

Developmental Activities for:

____ relaxation of muscle tone
____ head control
____ crawling/quadrapped positioning
____ sitting balance
____ standing balance and tolerance
____ balance and equilibrium
____ feeding
____ ADL skills
____ classroom positioning
____ home program
____ fine motor skills

____ ROM
____ muscle strengthening
____ gait training
____ transfers
____ home exercise program
____ orthotic check
____ wheelchair check
____ ADL skills
____ gross motor skills
____ fine motor skills
____ balance and equilibrium

DIAGNOSIS:

PERTINENT CLINICAL DATA:

CONTRAINDICATIONS:

ADDITIONAL PRESCRIPTION AND COMMENTS:

NAME OF PHYSICIAN (please print or type): _____

SIGNATURE OF PHYSICIAN: _____

ADDRESS: _____

PHONE: _____



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BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

South Eastern Special Education

GENE STRAIN, DIRECTOR

PHYSICAL THERAPY CONSENT

I _____ give permission for
_____ to receive physical therapy services
from Vicki Rose, Registered Physical Therapist, a member of South Eastern
Special Education's staff upon receipt of a P.T. Prescription from
_____ M.D.

Signature

Date

Relationship



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BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

South Eastern Special Education

Elizabeth Leighty
Speech Pathologist
September 15, 1980

Dear Parent (Guardian):

_____ has been enrolled in
speech and language therapy sessions. The sessions will be
conducted on _____ from _____.

Therapy will be focusing on:

_____ articulation of speech sounds
_____ language development
_____ fluency of speech
_____ voice quality

Correcting a speech problem does take time, but if you
will support and encourage your child's better speech efforts
at home, the task will be easier for your child.

If you have any questions regarding your child's speech
and language development, please feel free to contact me. As
soon as possible, please sign and return the attached permission
slip to:

South Eastern Special Education
P.O. Box 185
Ste. Marie, Illinois 62459

Cordially yours,

Elizabeth Leighty

Elizabeth Leighty
Speech Pathologist

I _____ hereby acknowledge that my
(signature of Parent or Guardian)

child, _____, is permitted to receive
(child's name)

speech and language therapy services.

Date

INDIVIDUALIZED EDUCATIONAL PROGRAM

IEP Date ____/____/____

IEP Coordinator _____

School District _____

IEP Review Date _____

IEP Planning Participants	Position/Title

Student's Name _____
(Last) (First) (M.I.)

Birthday ____/____/____ Chronological Age ____-____

Primary Language (other than English) _____

Present Educational Placement _____

Vision Screening Date _____ Examiner _____ P F

Hearing Screening Date _____ Examiner _____ P F

Other Health Problems: _____

Comments: _____

CURRENT LEVELS OF PERFORMANCE		(Based upon achievement, diagnostic, criterion-referenced testing, teacher observation)	EXCEPTIONAL CHARACTERISTICS	
ACADEMIC:	EVALUATION/TEST	DATE	A. Trainable Mentally Handicapped	P S
Reading:			B. Educable Mentally Handicapped	P S
			C. Physically Handicapped	P S
Math:			D. Specific Learning Disability	P S
			E. Visually Impaired	P S
Spelling:			F. Hearing Impaired	P S
PSYCHOMOTOR:			G. Deaf	P S
			H. Deaf/Blind	P
SOCIAL:			I. Speech and/or Language	P S
			J. Educationally Handicapped	P S
LANGUAGE/SPEECH:			K. Behavior Impairment	P S
			L. Other Health Impairment	P S
OTHER (self-help, vocational, etc.)			ELIGIBILITY	
			Program _____	

PARENT'S CORNER

- ☐ Special Education Placement _____ (Program) _____ (Attendance Center) _____ (Date)

☐ Other _____

(•must have Annual/Short-term Goals)

TYPE	MIN/WEEK	START	END	IMPLEMENTOR
Transportation				
*Adaptive P.E.				
Aide-Class				
Audiology				
Braille/Reader				
*Counseling Services				
*Consultant Services				
*Driver Education				
Diagnostic Personnel				
Interpreter Services				
Medical-diagnostics				
*Media Services				
*Art Therapy				
*Occupational Therapy				
*Orientation & Mobility				
Parent Counseling				
*Physical Therapy				
Psychiatric Services				
School Health Services				
*Speech/Language				
*Social Work Services				
*Prevocational Counseling				
*Work Study				
Other				

_____ I/We do not agree with my child's IEP.

Signature of Parent/Guardian or Surrogate

IEP FOLLOW-UP RECORD

TYPE OF CONTACT	DATE	REASON

ANNUAL INSTRUCTIONAL GOALS

SHORT-TERM INSTRUCTIONAL GOALS

Date Achieved	Student will do what? How accurately?	Implementor	Initiation Date	Specific Skills Desired	Evaluation Procedure	Methods/ Materials	Achieved

DATE	LOCATION	NAME	TIME	COMMENTS
a.m.				
p.m.				
a.m.				
p.m.				
a.m.				
p.m.				
a.m.				
p.m.				
a.m.				
p.m.				



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GENE STRAIN, DIRECTOR

South Eastern Special Education

BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

CONSENT FORM FOR SPECIAL EDUCATION PLACEMENT

Student's Name _____

Birthdate _____

I agree to the special education program recommended (_____)

and hereby waive the ten (10) day waiting period required. I have received an understandable explanation of the educational plan for my child which included:

1. The results of the comprehensive case study evaluation.
2. The nature of the special education program or service needed by my child.
3. The recommendations for placement and the plan for implementing those recommendations.
4. My right to object to the proposed placement and the specific procedures for making such an objection.

I understand I will be notified of any major changes in the instructional program and that I shall have the right to a review of the proposed program.

Signed _____

Relationship
to student _____

Return this form
within 10 days to:

_____ Address _____

_____ Date _____

Class List - 1980-81

Community Unit District #

Type of Program: (EMH, TMH, L.D., etc.)

Classroom

Resource

Itinerant

11

Teacher

Type of Certificate

[illegible]

Send To: South Eastern Special Education
Box 185
Ste. Marie, Illinois 62459

COMMUNITY UNIT DISTRICT # _____

CHANGE IN CLASS LIST

NAME OF STUDENT	ADD	DROP	DATE	TEACHER	ELIGIBILITY	AUTHORIZATION	COMMENTS
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

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Box 185

STE. MARIE, ILLINOIS 62459

GENE STRAIN DIRECTOR

PHONE 616 455-1396

South Eastern Special Education

Please record all long distance calls and submit this information to the SE E office on the last working day of each month. Complete all requested information.

Gene Strain
Gene Strain, Director

Gene Strain, Director

[illegible]



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BOX 185

STE. MARIE, ILLINOIS 62459

GENE STRAIN, DIRECTOR

South Eastern Special Education

PHONE 618 455-3396

Receipt of Confidential Materials

Confidential material is enclosed on the following named child.

Please sign the acknowledgement of receipt of the confidential material below and return this letter to Gene Strain, Director, South Eastern Special Education, P.O. Box 185, Ste. Marie, IL 62459.

Thank you for your cooperation.

ABOVE MATERIAL RECEIVED BY: Name _____

Title _____

Date _____

SOUTH EASTERN SPECIAL EDUCATION
P.O. Box 185
Ste. Marie, Illinois 62459

CONSENT FOR RELEASE OF INFORMATION

I _____ authorize _____
(parent/guardian) (facility/agency)

to release _____
(specify information to be released)

about _____ School Dist. _____
(student's name)

to _____
(name of agency)

This information is to be used for the purpose of _____
(e.g., diagnostic, I.E.P. planning, etc.)

This consent is to remain in force until rescinded by the parent or legal
guardian or, until _____
(Date)

This consent may be revoked at any time by contacting the Director at South
Eastern Special Education (SESE). I understand that SESE has the right to
inspect and copy the information which is released.

Refusal to give consent may result in the following: _____
(specify, if any)

(Witness)

(Signature of Parent/Guardian)

(Date)

All the above blanks must be completed.

No information or case records will be redisclosed without written parental
consent.

CASE ACTIVITY SUMMARY

[illegible]

DATE _____ GRADE _____ SCHOOL _____ ELIGIBILITY _____

SESE Representative

DATE _____ GRADE _____ SCHOOL _____ ELIGIBILITY _____

SESE Representative

DATE _____ GRADE _____ SCHOOL _____ ELIGIBILITY _____

SESE Representative

DATE _____ GRADE _____ SCHOOL _____ ELIGIBILITY _____

SESE Representative

ILLINOIS DEPARTMENT OF REHABILITATION SERVICES
WORK SITE FORM

Name of Company/Job Site _____ Location _____

Work Site Supervisor _____ Business phone _____

Job _____ Hourly pay scale \$ _____

SPECIFIC JOB DUTIES - What exactly will students do on this job?

Beginning _____ hour

Ending _____ hour

1)

2)

3)

4)

5)

6)

Comments:

Students placed on this job will be evaluated at the end of each school grading period. Regular, periodic visits to this work station will be made by the school coordinator at the rate of _____ visits per week/month (circle one).

School Coordinator_____
Date_____
DORS Counselor_____
Date

WORK EXPERIENCE PROGRESS REPORT

Student _____ Job Title _____ Hrly. Wage _____

Name of Company _____ Address _____ Phone _____

Period Covered by this report: _____ through _____

Outstanding	satisfactory	unsatisfactory	BASIC JOB REQUIREMENTS
			Personal Appearance
			Follows Directions
			Attitude toward Work
			Ability to Understand Directions
			Ability to Get Along with Supervisor
			Ability to Get Along with Fellow Workers
			Attendance/Punctuality

Outstanding	satisfactory	unsatisfactory	SPECIFIC JOB DUTIES (As listed on Work Station Site Form)
			1)
			2)
			3)
			4)
			5)
			6)
			7)
			8)
			9)

Based on this student's job performance during the current progress report period, would you hire him/her if an opening existed? Yes___ No___

SUMMARY COMMENTS regarding Student/Client's progress towards stated evaluation objectives

Immediate Job Supervisor (date) _____ School Coordinator (date) _____ Student (date) _____

EVALUATION PLAN FOR NEXT QUARTER

Period Covered by this Plan: _____ through _____

Evaluation Objectives (Should be stated in terms of observable behaviors):

Recommended Methods and/or Procedures for Obtaining Stated Objectives:

Comments:

Student

School Coordinator

DVR Counselor



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South Eastern Special Education

BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

I, _____, do hereby grant
permission for Gary M. Sweat, an employee of South Eastern
Special Education, to transport _____
to the following facility:

The time and date for this transportation is:

I understand that by signing this document I release the
abovementioned employee and South Eastern Special Education
of any and all liability.

Signature of Parent/Guardian

Date

Secondary Work Experience Program

School Year 19__ - __

Student Monthly Payroll Report

Date _____

Name _____ Employer _____

County _____ School _____

First Week - Week of:

Week Days	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Hours Worked						

Second Week - Week of:

Week Days	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Hours Worked						

Third Week - Week of:

Week Days	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Hours Worked						

Fourth Week - Week of:

Week Days	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Hours Worked						

Fifth Week - Week of:

Week Days	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Hours Worked						

_____ Hours per day

FOR SESE OFFICE USE ONLY

Total Hours for Payroll Period
Total Amt. Reimbursable from DORS is _____ per hour

Employer's
Signature _____

Document
Number[illegible]

CITY

STATE

ZIP

DVR Vend Code

IRS 1099 ☐ Yes ☐ No

TOTAL

DVR Approval Signature: _____ /

SWEP Vendor #777 _____ Vendor Name _____

For Period Beginning _____ and Ending _____

of Clients to be Served in FY82: Severe _____ Non-Severe _____ Total _____
of Clients Served During Billing Period: Severe _____ Non-Severe _____ Total _____

EXPENDITURE ITEM	TOTAL COST	AMOUNT CHARGEABLE TO DORS
1. <u>PERSONAL SERVICES</u>		
Vocational Coordinator/s		
Non-Certified Job Supervisor/s		
Clerical		
Other Specialized Staff		
2. <u>EQUIPMENT</u>		
3. <u>TRAVEL</u>		
Clients @ 20%		
Coordinators @ _____ ¢/mile		
4. <u>CONTRACTUAL</u>		
Training Subsidies paid by vendor		
Community Employers' Subsidies		
Approved Workshops & Rehab Facilities		
5. <u>COMMODITIES</u>		
Training Supplies		
Evaluation Supplies		
Other		
6. <u>OTHER EXPENSES</u>		
TOTALS		

s/ Vendor _____
Approving Authoritys/ DORS _____
Approving AuthorityThis is a multiple use form to report: annual PSB amount, actual expenditures billed, line item revisions, supplemental PSI, cancellation. (Circle the appropriate use when submitting).

PURCHASE REQUISITION

Name _____ Date _____ Class _____

[illegible]

Requisitioned by _____ Approved by _____



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BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

South Eastern Special Education

"EMERGENCY INFORMATION"

Student's Name _____ Birth Date _____
Mo./Day/Yr.

Parent/Guardian Name _____

Home Address _____ Phone _____

Father's Employer _____ Phone _____

Mother's Employer _____ Phone _____

Alternative Persons to be notified (Relative, Friend) _____ Phone _____
if no contact can be made through above phones

Physician of first choice _____ Phone _____

Address _____

Physician of second choice _____ Phone _____

Address _____

If the parents and authorized physician, named above, cannot be reached at the time of an emergency, and if immediate observation or treatment is urgent in the judgment of the school authorities, do you authorize and direct the school authorities to send the child (properly accompanied) to the hospital or doctor most easily accessible?

_____ YES _____ NO

Any known chronic illness: diabetes, rheumatic fever, epilepsy, etc.?

NOTE: School will accept Parent or Guardian signature only.

Date _____

Parent/Guardian Signature

Any medication to be administered at school? YES _____ NO _____

Do you give permission to allow the teacher to administer the medication?

YES _____ NO _____

Signature of Parent or Guardian

Type(a) of medication

1. _____

2. _____

3. _____

How and when is medication(s) to be given? _____

Are there any other problems we should know about, such as epilepsy seizures, or hernia which would prevent lifting, or any other medical or physical problem about which the school should be aware?

NOTE: School will accept Parent or Guardian signature only.

Date _____

Parent/Guardian Signature

Please return as soon as possible.

Sincerely,

Gene Strain
Gene Strain
Director

GS:nlk



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BOX 185

South Eastern Special Education

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

NOTICE OF SUSPENSION

_____ was suspended from the South Eastern Special Education (SESE)
class for _____ at _____ School in
_____, Ill., for the following reason(s): _____

Date of Occurrence _____ Time of Occurrence _____
Location of Occurrence _____
Duration of Suspension _____
_____. Return to school on _____

1. A hearing officer will be appointed by the South Eastern Special Education Council.
2. A hearing shall be held at a time agreed upon by both the parents and SESE.
3. Absence of the parents at a scheduled review proceeding may be construed as a waiver of review.
4. SESE administration shall proceed first and the student or his/her representative may then respond.
5. The rules of evidence shall not apply to review proceedings.
6. All witnesses shall be subject to inquiry by both parties.
7. No more than 5 witnesses may be called by either party.
8. Either party may record the proceedings at its own expense.
9. Review proceedings will be held in executive session at the request of either party.
10. The hearing officer shall make a written statement of his findings to the SESE Council within five school days after the hearing.
11. A written decision will be issued to the student and his parents within 10 school days by the SESE Council. The decision shall contain a short statement of the facts, the basis for the decision, and the findings.

(Please return this portion to: Gene Strain, Director, South Eastern Special Education
P.O. Box 185, Ste. Marie, Illinois 62459)

I have read the above statement and understand our rights to appear before the South Eastern Special Education hearing officer to discuss the suspension of _____

- ☐ I hereby waive my rights to appear before the hearing officer.
☐ I desire to appear before the hearing officer.

Signed _____ Date _____



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BOX 185

South Eastern Special Education

STE. MARIE, ILLINOIS 62459

PHONE 618 455-3396

(Date)

FIELD TRIP PERMISSION FORM

_____ has my permission to
(Student's Name)

participate in a field trip on _____. The class
(Date)

will be going to _____.
(Location of Field Trip)

No student will be permitted to participate in a field trip
without the authorized signature of the parent or guardian.

Signed _____
(Parent or Guardian) (ate)

SOUTH EASTERN SPECIAL EDUCATION
REQUEST TO ATTEND PROFESSIONAL MEETING

NAME _____

SCHOOL _____

NATURE OF MEETING _____

PLACE OF MEETING _____

DATE OF MEETING _____

SIGNATURE _____

APPROVED _____

DISAPPROVED _____

Director

NOTE: Please complete in duplicate and forward to the Director, South Eastern
Special Education, Box 185, Ste. Marie, Illinois 62459



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BOX 185

STE. MARIE, ILLINOIS 62459

PHONE 618 461-1001

South Eastern Special Education

Dear Parent or Guardian:

South Eastern Special Education (SESE) charges an instructional materials and supplies fee of \$7.50 per semester for students attending SESE classes.

This \$15.00 yearly fee will be used for instructional materials and supplies for your child, _____, who is enrolled in the class for _____ in _____, at _____ in _____.

Please send a check for \$ _____ to:

South Eastern Special Education
Box 185
Ste. Marie, IL 62459

Make the check payable to South Eastern Special Education.

If you have any questions, please don't hesitate to contact me.

Sincerely,

Gene Strain
Gene Strain
Director

GS/bf

FIEXITIME SCHEDULE

FOR _____

For the week of _____
Month Day

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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base complete and return to Mary Lou for days you have scheduled in the
ntal Office. Schedules are due on Friday for the following week.

Gene Strain
Gene Strain, Director

PARENT NOTIFICATION INCOMPLETE IMMUNIZATIONS

Dear Parent:

This letter is to inform you that your child _____ has not been immunized against Measles. If we have one confirmed case of Measles in the school district your child will be excluded from school for 21 days after the onset of the last reported case, or until he shows documented proof of immunization against Measles.

If your child had an immunization against Measles before the year of 1968, he/she is not protected and needs a repeat. Also, the Measle vaccine must have been given after 12 months of age.

Our records show _____ no immunization
_____ immunization before 1968
_____ immunization before 1 year of age

Thank you for your cooperation.

Sincerely,

SESE Director

School Nurse

Child's name _____ Date _____

Our records may not be complete. Please return this form immediately if your child has had:

_____ Measles immunization _____ by _____
Date (month/year) Doctor

_____ Measles disease _____
Date (month/year)

Signature of Parent